DOCUMENT RESUME

ED 105 492	CS 202 020
TITLE	Elementary English/Language Arts Course of Study for Grade Six.
INSTITUTION	Rochester Public Schools, Minn.
PUB DATE	74
NOTE	187p.; Not available in hard copy due to marginal legibility of original document; See related documents CS202014-19
AVAILABLE FROM	Ms. Joyce Floan, Curriculum Office, Rochester Public Schools, Coffman Building, Rochester, Minnesota 55901 ($4.00 per volume; Make checks payable to Rochester Public Schools)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Composition (Literary); Curriculum Guides; Elementary Education; *English Curriculum; Grade 6; *Language Arts; *Language Skills; Listening; Literature; Speaking

ABSTRACT

This curriculum guide, one of a series designed for use in kindergarten and the elementary grades, has been compiled with the recognition that the basic ingredients of a language arts program--composition, speaking, listening, literature, and problem solving--are interrelated and constantly complement one another and that this entire process is enhanced by the development of the child's imagination. Introductory material includes a curriculum diagram for the English language arts, a scope and sequence chart, and a list of resources. The contents are divided into five categories, each relating to language for the sixth grade level. Under these, there are five subcategories: (1) perception and human relations; (2) listening, oral and body language, written language (practical), and written language (creative); (3) history of English language, usage, and semantics and dialects; (4) grammar, literature, and composition; and (5) capitalization, punctuation, paragraphing, dictionary, and letter writing. For each of these subcategories the guide outlines the concept, skills, available resources, and helpful activities. Thirteen appendixes provide additional material related to the level and contents of the guide. (JM)

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Elementary
ENGLISH/LANGUAGE ARTS
Course of Study

Rochester Public Schools
Independent School District No. 535
Rochester, Minnesota

CS 202 020

BEST AVAILABLE COPY

A COURSE OF STUDY

in

ENGLISH LANGUAGE ARTS

for

GRADE SIX

Rochester Public Schools
Rochester, Minnesota
1975

Mr. Everett Walton, Assistant Superintendent for Instruction
Mr. Jerry Reynolds, English Consultant

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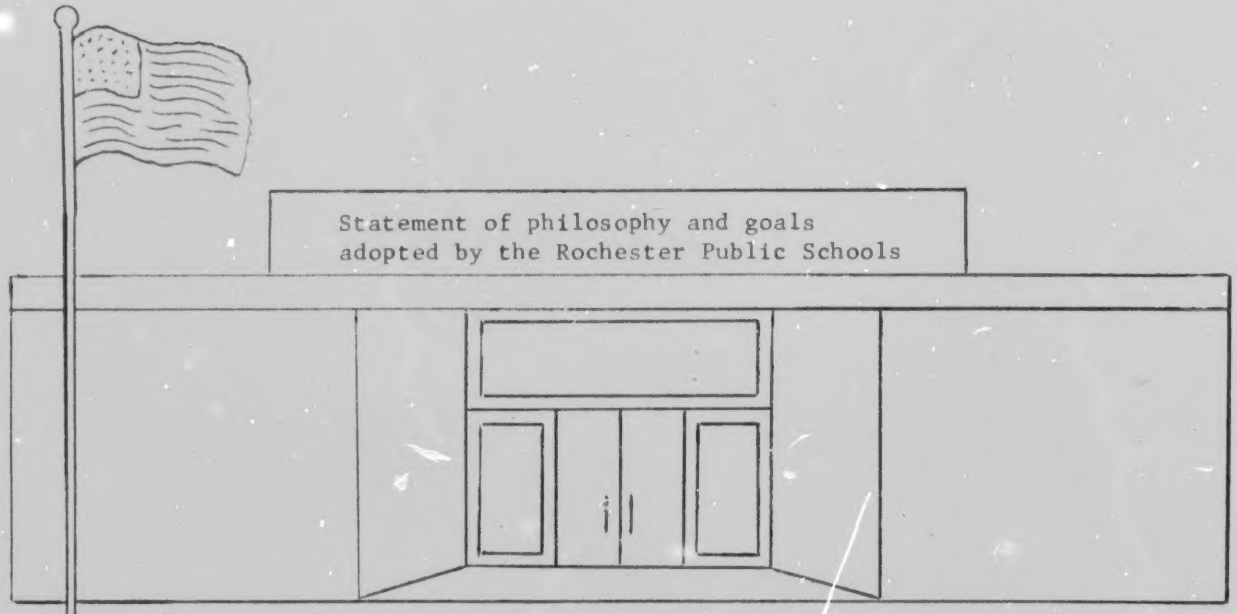

Statement of philosophy and goals adopted by the Rochester Public Schools

PHILOSOPHY:

It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability.

GOALS:

The attainment of this philosophy centers around these goals:

To stimulate a desire to learn
To help the child master the basic skills of learning
To develop the ability to work and play with others
To promote emotional stability and strengthen wholesome moral and spiritual behavior
To learn his capabilities and limitations
To develop and strengthen his ability to meet and solve problems of life
To contribute something worthwhile to society
To develop habits conducive to healthful and happy living
To develop worthy use of leisure time
To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
To develop a civic responsibility and be an active member of society
To develop an appreciation for the wise use and conservation of resources
To develop self-discipline
To develop a consciousness of personal grace and charm

MESSAGE TO TEACHERS

The production of this guide represents the culmination of the work of the curriculum committee, but to those who are about to use the guide it represents the beginning of many profitable experiences for your students. I think you will find the guide a very useful tool as you plan and work with your students.

The irreducible fact remains that teaching is an exchange between people. This simple fact is both the problem and the promise of all education. The unforgettable encounter of the skillful teacher and the prepared student is still the essence of the learning process. It is our responsibility as teachers to assist the student in preparation and to guide the encounter; it is to this end that this guide is dedicated.

We are very appreciative of the efforts of the committee and their interest in assuring meaningful experiences for the students of Independent School District 535.

Everett M. Walton
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PHILOSOPHY OF THE ENGLISH LANGUAGE ARTS CURRICULUM, K-6

A. IMPORTANCE OF THE ENGLISH LANGUAGE ARTS

Language is the basis of all human activity enabling man to elevate himself above animals. Charlton Laird, professor of English at the University of Nevada, has stated that man is a "languagized animal." From birth the child depends upon his environment to provide him with a broad spectrum of experiences which help develop his personality. These experiences become the raw material of the language arts curriculum at every level. When a child enters kindergarten, he has already developed a language system--a means of communicating feeling and thought. It is quite logical, then, that developmental language activities occupy as strategic a position in the formal education setting as they occupied in the pre-school years. It is through language that the child is given the opportunity to clarify, order, interpret, and communicate his experiences.

Harry A. Greene and Walter T. Petty in Developing Language Skills in the Elementary Schools, stated:

> The language arts are the foundation of the school's program. By any criteria that might be devised for determining what is the most essential area of the school curriculum, the language arts would be identified as foremost and critical. In recognition of this fact elementary schools have always emphasized the language arts. In colonial days the first schools developed as reading and writing schools, and this tradition has continued regardless of technological changes because humanity depends upon communication and communication is principally accomplished through language.

The need for effective communication through use of language has become more crucial in light of a changing world. Helping the student discover his potential through language and giving him the skills to cope with and adapt to change are the ultimate goals of our English language arts program. The skills within each of the language arts become, in essence, the survival skills demanded by our culture. Becoming competent speakers and writers and thoughtful readers and listeners is necessary, and it is equally important that each child develop these communication skills to function effectively in all areas of daily living.

Through his experiences and those of others, the student discovers that the language arts are really human behavior. It logically follows, therefore, that language study is not restricted only to the "English period" of the school day. Instead, and even more importantly, the English language arts are interwoven throughout every curriculum area. How the student applies the language arts skills in his study of other school subjects determines in large measure the degree of his success not only in school but in the classroom-at-large outside of school.

Since LANGUAGE is a PROCESS, its importance lies not within the materials provided in the curriculum but in the USE and APPLICATION of the skills acquired from the study of language. This definition asks each teacher to redefine his role in the learning process from one of imparting knowledge to that of insuring that each child lives up to his best in all that he does. If the deepest need of man is to understand himself and his changing world, the English language arts can unleash the power for every student to lift his sights and achieve his potential.

B. COMPONENTS OF THE ENGLISH LANGUAGE ARTS

The basic ingredients of a language arts program involve communicating through written composition, oral composition and speaking, listening, literature, and problem solving. These components are interrelated and fused, and are constantly complementing each other. This entire language process is enhanced by the development of the child's imagination. Many opportunities to integrate activities from these basic areas with other academic disciplines are suggested in this guide.

Written Composition

Composition, being an integral component of language arts, is of equal importance with speaking, listening, literature, and problem solving.

In pursuing creative and practical self-expression, children can gradually be helped to become aware of good form and appropriate mechanics of writing. Learning to proofread carefully their compositions will help children develop more confidence in their ability to express ideas. Emphasis on content should be dominant over mechanics in written composition.

Efforts should be made to extend the audience of students' compositions, rather than to restrict it to only the teacher. Children take more pride and care in their compositions when they see them published as "literature" in classroom or school newspapers and creative writing booklets, and displayed on school bulletin boards and hallway walls.

Since writing is an expression of one's thoughts and ideas on paper, the broader the range of opportunities we provide children, the more they will draw upon their backgrounds as they attempt to write. Encouragement by the teacher and fellow students, as well as self-motivation, provides the creative climate that will break down the reservations and inhibitions that block the child's imaginative tendencies.

Oral conversation is often more natural than writing. Stimulated to think independently and creatively, the child is led to discover and write thoughts he was unaware of. In written composition many areas of language arts are called into play, such as listening, spelling, grammar, handwriting, and problem solving. Frequent and varied composition activities will provide the teacher with a natural diagnosis of individual student as well as group needs.

Each student should have a self-designed folder in which he houses his writing throughout the year. These papers serve as a diagnostic tool for the teacher and student to assess the child's progress and then work together to improve any deficiencies. The teacher may wish to design a diagnostic chart for the folder to show each student's needs and progress. Refer to the Appendix for examples. In all written composition, each child should experience some measure of success and should see a relationship between his written composition and the world about him.

Oral Language

Recognizing the importance of oral language and realizing that speaking is more than talking are essential in a complete language arts program. Through oral language experiences each child extends his speech patterns most appropriate to his audience. To accomplish this, he needs to speak so that others listen and understand, to use standard English when appropriate, and to adapt his speech to any situation. Many skills are brought into play in good oral communication. Logical development and organization of ideas, correct usage and enunciation of words, and effective delivery are essential components of speaking.

An important factor in the development of oral language in a child is the security, freedom, and ease he feels about expressing himself verbally. The teacher can encourage maximum language development by recognizing and providing for a child's need to speak. Since oral language experiences form the base upon which reading and written language skills develop, the teacher should provide numerous and varied opportunities, as well as a comfortable and accepting atmosphere, for verbal interaction in the classroom.

Interwoven with the other components of language arts through frequent opportunities for oral expression, the basic skills of oral language constitute a formula for growth in our verbal world.

Listening

Listening is the most used of all the language skills. Studies have shown that we spend well over half our time in listening. Each child will need to improve his listening habits and skills, although the degree of improvement needed will vary from child to child.

Listening can and needs to be taught. Listening includes recognition, interpretation, and reaction to what is heard. We could define listening as purposeful hearing with understanding. Listening skills are best learned in situations in which the child sees a genuine need for good listening habits. Developing habits, attitudes, and thought processes basic to good listening requires careful and continual guidance on the part of the teacher. By teaching listening skills in meaningful ways, the teacher will help each child develop good listening habits which will become an integral part of the child's life. A prerequisite to listening to learn is learning to listen.

Literature

Literature can make significant contributions to the personal growth and development of a child. It speaks "from heart to heart, from mind to mind, giving all and getting all in return." (Dora V. Smith, University of Minnesota, "Children's Literature Today," Elementary English). Literature provides the child an opportunity to learn about himself as he identifies with various characters in literature. Literature demonstrates to the child that what a character says and the manner in which he says it help to reveal his personality. It also assists him in comprehending the cultures and heritage of his nation as well as those of other nations throughout the world. Through literature, the child learns that the world of imagination and the world of reality are parts of the same world and "that both parts have purpose and are needed." (The World of Language-Book M, Follett Publishing Company) Literature should be an enjoyable experience for the child.

Oftentimes literature has been narrowly defined. The electronic age in which we live has enabled every child, regardless of his reading level, to experience literature in many ways. Doors are no longer closed to the world of literature for children who have difficulty decoding the printed word. Children can now "read and experience literature in many other ways than just in the print media. Literature, therefore, takes many forms, both print and non-print: books, poems, stories, plays, films, pictures, recordings, filmstrips, oral storytelling.

Through literature, a child should have opportunities to see himself as a writer, as well as a reader. In addition to appreciating the writings of others, the student becomes a young author, producing his own literature. The literature of our students should become a natural part of our libraries. What the child reads "may serve as a model for his own creative efforts." (Iris M. Tiedt, University of Santa Clara, "Planning an Elementary School Literature Program," Elementary English.) In order to bridge the gap between his own composition and that of professional authors, some of this student-produced literature should be published and placed in strategic areas throughout the school.

Problem Solving

Problem solving involves many skills of the communication arts: listening, manipulating, conceptualizing, and reasoning. These vital skills contribute to the process of solving problems through language.

Listening is a problem-solving activity. Purposes for listening should be established so that information which is heard may be classified, analyzed, and chosen as relevant to the task. Listening thereby enables the child to learn and to perform.

The child progresses from the simple manipulation of objects to solving problems by recalling and relating previous learning to his immediate situation. Language and thinking are interrelated as the child describes his problems and selects appropriate solutions. The process becomes a means of symbolizing the new combinations of spatial, causal, and temporal relationships which he experiences.

The research of the Swiss psychologist, Jean Piaget, has emphasized the conceptualizing skills in the learning process:

> Generally young children are natural problem finders and solvers. If given appropriate materials with which to work, and if allowed to think and proceed at their own speed in an atmosphere of mutual trust, self-confidence, relaxation, and admiration for achievement, they will develop conceptually at their own rates. The goals of education are not set up to increase the amount of knowledge but to create possibilities for a child to invent and discover and to eventually produce adults who are capable of doing new things.
>
> Herbert Ginsberg and Sylvia Opper, editors, Piaget's Theory of Intellectual Development: An Introduction. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965.

Reasoning requires going beyond the experiential background of a student and thereby proves to be a difficult task. All individuals do not seek solutions to problems in the same order or manner. There is not conclusive evidence that proves one method is better than another. Reasoning has been stated as an individual problem, but it may be stimulated by group interaction--discussion, role-playing, and dramatization. Language arts should aid the child in knowing where he can find answers for himself rather than merely memorizing conventions and facts. Several alternatives may be given from which the child may choose the one which best meets his needs and also is acceptable under the circumstances involved.

The success of helping a child to reason depends upon the sensitivity of the teacher and the child's ability to correlate new experiences with those that have gone before in a progression that is natural and logical. Emphasis should be on guiding the student through skillful questioning to perceive relationships for himself, rather than on expecting an immediate, correct answer.

A teacher who is sensitive to the child's needs can select challenging materials, provide assistance when needed, and demonstrate faith in each child's capacity to learn.

C. SPELLING SKILLS IN THE LANGUAGE ARTS

Although spelling is not one of the major components of the language arts it is an important skill in the processes of written composition and reading. Spelling skills should, therefore, be taught in conjunction with the other language arts. To communicate written ideas, the student must develop a wide spelling vocabulary. A personal list of words may be kept in the student reference folder to be used when a particular word is required. This personal list will be constantly changing as the student masters the words on the list and adds new ones. The words would probably include the daily service words as well as key words from curriculum areas.

Since students have varying abilities in spelling skills, the weekly lists in spelling books should be adjusted to fit the child's ability to master the work and, therefore to experience success. Students of varying abilities in each class should be using spelling lists or books below or above their designated grade level. This approach allows the teacher to tailor materials to the needs of his children.

The understanding teacher will encourage the child to write his ideas without unduly penalizing him for having misspelled words. The misspelled words should be corrected on papers where full accuracy is required. These difficult words may then be recorded for individual study and eventual mastery.

D. PERCEPTION: A THINKING SKILL

Perception is the link that ties together for the individual the processes of discerning, with full understanding, the world around him and of expressing that view to others through language.

What a child thinks, says, and does is directly influenced by this thinking skill. Perceptual learning experiences provide a springboard for even more avenues of self-expression suited to the individual. Personal growth in language relies on the child's innate ability to express his experience, which is the critical skill that can be encouraged through a program stressing this perceptual development.

Be sensitizing the student in his use of the perceptual skills, language in all its forms--listening, viewing, spelling, literature, dramatization, oral and written composition--becomes a living, breathing, pleasing communication art.

E. CREATIVITY IN THE LANGUAGE ARTS

Each child has the ability to create. It is essential that the teacher provide opportunities for the child to create through language his own form of expression. Creative self-expression through music, art media, physical activity, and social conversation are all positive ways of using and developing language skills.

Helen Merrick states her view on creativity:

> Creativity is that unique personal end result of a mind that is free to question all aspects of life, is free to think, and finally, is free to express ideas. All children are inherently creative; they differ only in degree of potential; they should all participate in creative activities. We must keep their minds generating new ideas, instead of trying to reheat the useless stereotypes which have accumulated over the years.

Merrick, Helen: "Let's Keep the Kettle Boiling,"
Minnesota Journal of Education

Language experiences in the classroom should, therefore, release this creativity. Whether it is creative dramatics, creative writing or creative art, the process of sharpening the student's ability to imagine and, thus, to create will help him solve his problems and better understand the world about him.

F. USING CHILDREN"S INTERESTS IN LANGUAGE DEVELOPMENT

The stepping stone toward meaningful language development is to allow the child to use his own interests as a basis for language experiences both in and outside the classroom. Each child brings to the classroom his unique experiences which, when shared with his peers, provide a means of generating additional interests within his classmates.

Each student's interests, therefore, may become another student's interests if the learning environment promotes natural interaction among all students. The student should be assured that some of his best oral and written language will deal with the objects, fantasies, thoughts, feelings, and problems of his daily life. All of these phenomena have become a part of him and, consequently, cannot be separated from his use of the language. The wise teacher will be aware of and capitalize upon the varied interests of his class by allowing them to serve frequently as triggers for language experiences. Skill stations and interest centers, for example, have offered within the classroom or the learning center a means of motivating students to learn and apply language skills.

Many children need to be stimulated more directly by the teacher until they realize that their interests are of value. The teacher needs to provide ample latitude for every child to tap his potential in language expression. In this way every student, regardless of his ability or background, may succeed in extending his language capabilities by drawing upon his interests and those of his classmates.

G. DIAGNOSIS: KNOWING THE CHILD'S NEEDS

One of the criteria for success in language arts is the ongoing diagnosis of each child's needs. The diagnostic process should be both formal (standardized and teacher-developed tests) and informal (daily observations of children's performance and behavior). Through diagnosis, the teacher identifies each child's strengths and weaknesses. This continuous assessment allows the teacher to develop, implement, and individualize learning experiences which will enable the child to improve. Included within this course of study are diagnostic activities and tests which teachers will find helpful in designing their instructional program and in tailoring materials and assignments to the individual needs of each child.

H. ROLE OF INSTRUCTIONAL MATERIALS

Print and non-print materials are aids to support the learning process. A variety of such media may be utilized to meet the individual needs of the student. Each teacher is encouraged to use a diversity of instructional aids in helping children acquire and apply their understandings of the language arts.

For example, some of the materials used in the reading program are listed as resources to be used also in the language arts program since the areas are so closely related. References to materials in the other curriculum areas have also been made in this course of study. Children will benefit from a learning process in which skills, approaches, and materials are integrated throughout the entire school program.

Since we recognize that children have different styles and rates of learning, the five major concepts serving as the framework for the English Language Arts Course of Study are suggested by a wide variety of materials and suggested alternatives for the use of these materials. The number of alternative materials and activities will hopefully allow more children to succeed in their study and use of language skills.

Teachers should not attempt "to cover everything" within each concept. With the course of study as the major frame of reference, each teacher should determine the priorities of his children in terms of their needs and interests in the language arts. Teachers, like students, should have a variety of alternatives from which to select materials, activities, and approaches.

I. USING THE LIBRARY

The library is an integral part of the language arts program. Teachers are strongly encouraged to use this resource to supplement many aspects of the learning process. The library should be flexible enough in time and structure to provide all students opportunities to use it effectively.

As the key person in the successful use of this center, the librarian should share the responsibility for the planning of the library skills to be emphasized and, at appropriate times, for the teaching of those skills to all students, individually or in groups.

Included within the Appendices is the "Guide for the Library Program, K-6" which serves as a reference in planning the language arts program.

J. EVALUATION IN THE LANGUAGE ARTS PROGRAM

Each student's performance must be continually appraised. Because individual performance is important, the teacher must consider each child's background and help develop the child's potential. The evaluative process should focus attention on the positive qualities to help the student realize his own strengths and weaknesses. To assist teachers in this evaluative process, the curriculum committee has identified with an asterisk (*) those activities that are particularly appropriate for evaluating student performance and progress.

Teaching involves learning: the teacher must be a learner in his own classroom. Through observations of a child's performance, the teacher evaluates his own effectiveness as well as the learning needs of his students.

Each of the componenets of the language arts lends itself to varied evaluative measures. Equally true, when the teacher formally or informally evaluates a specific skill or activity in one component, he has the opportunity to assess the student's competency in one or more of the other components. The student's use of oral language, both on the playground and in the classroom, assists the teacher in appraising the student's ability to listen and to interact with others. The student may also learn to adapt and apply his language skills to varied situations and audiences. Evaluation must reflect the total performance.

The appraisal by teacher and student should continue over a period of time and should use a variety of tests and informal observations. The results should reveal the pupil's capabilities and his learning needs. Both the teacher and the student will be aware of the progress and therefore can play and carry out lessons to overcome the learning deficiencies. This positive approach to teacher-student appraisal of performance will enable the student to achieve a greater measure of success.

K. SCOPE AND SEQUENCE OF CONCEPTS AND SKILLS

One of the major premises of this course of study is that the various components of the English language arts should be integrated. Not only are the materials treated as integral parts of one process, but the blocks of time in the school day allotted the language arts should also help unify the aspects of language study.

The spiraling approach of this course of study is characterized by five major concepts, all of which begin in Kindergarten and extend through Grade 6:

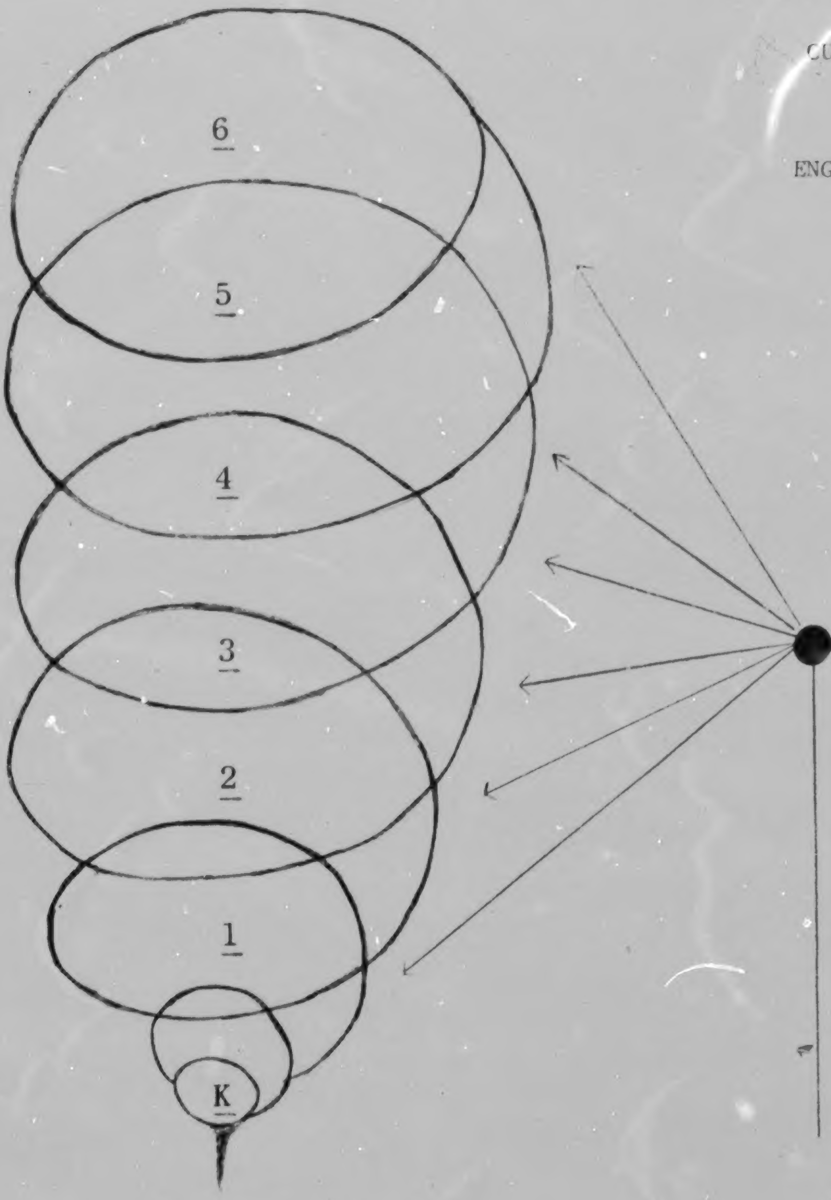
LANGUAGE helps us understand self, others, and our world.
LANGUAGE is communication.

LANGUAGE is constantly changing.
LANGUAGE has a variety of structures
LANGUAGE has certain mechanical conventions

Within each concept are sequential aims and skills, to be developed with the help of resources and activities outlined in this guide. At one or more grade levels particular skills are Introduced, as represented by the symbol (I): many of these skills are Focused (F) upon at the next grade levels and Maintained (M) at consecutive grade levels. A Scope and Sequence Chart has been developed to chart this sequence. On the next several pages are the Curriculum Diagram and the Scope and Sequence Chart.

For broader purposes of the K-12 English Language Arts Curriculum, the K-6 and 7-12 courses of study articulate closely to insure that children benefit from a consistent philosophy and sequential plan of study throughout their school years.

CURRICULUM DIAGRAM
FOR
ENGLISH LANGUAGE ARTS



SKILLS AND ACTIVITIES

- Written Composition
- Problem Solving
- Oral Language
- Dramatization
- Literature
- Listening
- Spelling
- Grammar

MAJOR CONCEPTS

LANGUAGE helps us understand self, others, and our world.

LANGUAGE is communication.

LANGUAGE is constantly changing.

LANGUAGE has a variety of structures.

LANGUAGE has certain mechanical conventions.

SCOPE AND SEQUENCE CHART
FOR
ENGLISH LANGUAGE ARTS

This chart should help the teacher to quickly identify the specific skills to be taught in each grade. Also, the chart serves as a checklist to be used throughout the year.

KEY

I: Introduce
F: Focus
M: Maintain
X: Experiences provided

SKILLS LEVELS	K	1	2	3	4	5	6	7
I. LANGUAGE HELPS US UNDERSTAND SELF, OTHERS AND OUR WORLD								
Understand value of our own ideas and ideas of others	X	X	X	X	X	X	X	X
Realize that people have similar emotions	X	X	X	X	X	X	X	X
Recognize the ways our own feeling affect others	X	X	X	X	X	X	X	X
Recognize that we all have "good" and "bad" days	X	X	X	X	X	X	X	X
Understand that we can learn from our mistakes	X	X	X	X	X	X	X	X
Utilize planning skills	X	X	X	X	X	X	X	X
Realize that participation and involvement can bring satisfaction	X	X	X	X	X	X	X	X
Recognize that we have freedom to make responsible choices	X	X	X	X	X	X	X	X
Identify and use our senses	X	X	X	X	X	X	X	X
Understand our dependence on each other	X	X	X	X	X	X	X	X
Develop a positive self-image	X	X	X	X	X	X	X	X
Use our language to describe our perceptions	X	X	X	X	X	X	X	X
Use problem solving techniques to resolve conflicts	X	X	X	X	X	X	X	X
Practice thinking skills of comparing, contrasting, classifying, questioning, categorizing, generalizing, and inferring	X	X	X	X	X	X	X	X
Understand dignity of different kinds of work	X	X	X	X	X	X	X	X
Respect and gain understanding of other cultures	X	X	X	X	X	X	X	X
Understand viewpoint of others	X	X	X	X	X	X	X	X
Encourage students to become self-directing human beings	X	X	X	X	X	X	X	X
II. LISTENING								
Listen for enjoyment and appreciation	I	I	F	F	F	M	M	M
Listen courteously	I	I	F	F	M	M	M	M
Listen to sense the purpose of the person speaking	I	I	F	F	M	M	M	M
Listen to recognize sounds in the environment	I	I	I	F	F	M	M	M
Listen to recognize sales-pressure in advertisements	I	I	I	F	F	F	F	F
Listen in order to draw conclusions and make inferences	I	I	I	F	F	F	F	F
Listen to follow step by step directions	I	I	F	F	F	F	F	M
Listen for the favorable or unfavorable effects of a speaker's voice	I	I	F	F	F	M	M	M
Listen to note how character is revealed through dialogue	I	I	F	F	F	M	M	M

SKILLS LEVELS	K	1	2	3	4	5	6	7
II. Listening - Cont.								
Listen for main ideas, details, and the answer to specific questions	I	I	F	F	F	M	M	M
Listen to build vocabulary	I	I	F	F	F	M	M	M
Listen to follow sequence in a story, play, lecture, or demonstration	I	I	F	F	M	M	M	M
Listen to distinguish between the true and make-believe	I	I	F	F	M	M	M	M
Listen for story development, tuneful words and rhythm	I	F	F	M	M	M	M	M
Listen to visualize descriptive and dramatic passages	I	F	F	M	M	M	M	M
Listen to respond to the mood of the story	I	F	F	M	M	M	M	M
Listen to distinguish between fact and opinion			I	I	I	F	F	F
Listen for supporting evidence of a speaker's statement					I	F	F	F
Listen for evidence of prejudice and bias					I	F	F	F
Listen to evaluate propaganda by checking observable facts					I	F	F	F
Listen to be aware of the person's style of speaking					I	F	F	F
III. ORAL AND BODY LANGUAGE								
Increase vocabulary	X	X	X	X	X	X	X	X
Expand language patterns	X	X	X	X	X	X	X	X
Use speaking experience for enjoyment of stories, rhymes, etc.	X	X	X	X	X	X	X	X
Develop conversation skills	X	X	X	X	X	X	X	X
Develop effective speech habits and courtesies in group discussions	X	X	X	X	X	X	X	X
Speak with ease	X	X	X	X	X	X	X	X
Use language for self-expression	X	X	X	X	X	X	X	X
Learn the mechanics of speaking, enunciation, pronunciation, inflection, modulation, tempo, and voice projection		X	X	X	X	X	X	X
Organize thoughts to make meaningful speech	X	X	X	X	X	X	X	X
Combine gestures, props, facial expression, and body movements	X	X	X	X	X	X	X	X
IV. WRITTEN LANGUAGE								
Compare written language with listening and speaking	I	I	I	F	F	F	F	M
Record our thoughts in creative ways	I	I	F	F	F	F	M	M
Write with a purpose	I	I	I	F	F	F	F	F
Choose correct words that say what we mean	I	I	I	I	F	F	F	F
Enjoy the writing experience	I	I	F	F	F	F	F	F
Establish mood or impression						I	I	F
V. HISTORY								
History of the language				I	I	F	F	F
Classification of languages						I	F	F
Comparing and contrasting languages						I	F	F
Influence of other languages					I	F	F	F

SKILLS LEVELS	K	1	2	3	4	5	6	7
VI. USAGE (refer to Appendix A for usage skills.)								
VII. SEMANTICS AND DIALECTS								
Use antonyms, synonyms, homonyms		I	I	F	F	M	M	M
Use acronyms						I	F	F
Make compound words		I	F	F	M	M	M	M
Use prefixes and suffixes			I	I	F	F	M	M
Be alert for ambiguity in language			I	I	F	F	F	F
Observe denotation and connotation						I	F	F
Note change of meaning of words in context/out of context					I	F	F	F
Distinguish sounds - Phonemic, syllables, whole word				I	I	F	F	F
Use of figurative language			I	I	I	F	F	F
Study dialects for meaning and differences					I	F	F	F
Observe national dialects of our language						I	F	F
Observe regional dialects of our language						I	F	F
VIII. GRAMMAR								
Functions of words; structure words								
nouns (name words in K, 1)	I	I	F	F	M	M	M	M
verbs (action words in K, 1)	I	I	F	F	F	M	M	M
adjectives (picture words in K, 1)	I	I	F	F	F	M	M	M
adverbs			I	I	F	F	F	M
pronouns			I	I	F	F	F	M
prepositions and prepositional phrases					I	I	F	F
connectors (conjunctions)					I	F	F	F
interjections		I	I	F	M	M	M	M
Number								
singular	I	I	F	F	F	M	M	M
plural	I	I	F	F	F	M	M	M
Comparison of adjectives and adverbs (degrees: er, est)			I	I	F	F	M	M
Sentence structure								
simple sentence	I	I	F	F	M	M	M	M
compound sentence			I	I	F	F	M	M
complex sentence						I	F	F
Sentence patterns								
Pattern 1: Noun (subject) + Verb (predicate)					I	F	M	M
Pattern 2: Noun (subject) + Verb (predicate) + Object(s)						I	F	F
Pattern 3: Noun (subject) + Linking Verb (predicate) + Completer (N, Adj, Adv)						I	F	F

SKILLS LEVELS	K	1	2	3	4	5	6	7
IX. LITERATURE/COMPOSITION FORMS								
Fairy tales and folktales	X	X	X	X	X	X	X	X
Fantasies	X	X	X	X	X	X	X	X
Animal stories	X	X	X	X	X	X	X	X
Legends	X	X	X	X	X	X	X	X
Poems	X	X	X	X	X	X	X	X
Novels	X	X	X	X	X	X	X	X
Plays	X	X	X	X	X	X	X	X
Riddles	X	X	X	X	X	X	X	
Jokes	X	X	X	X	X	X	X	
Fables		X	X	X	X	X	X	X
Newspapers			X	X	X	X	X	X
Myths				X	X	X	X	X
Biography				X	X	X	X	X
Journals				X	X	X	X	X
Autiobiographies					X	X	X	X
Advertisements						X	X	X
Essays						X	X	X
X. CAPITALIZE								
I and contractions made with I		I	F	M	M	M	M	M
First word in sentence	I	F	F	M	M	M	M	M
Names of people and pets	I	F	F	M	M	M	M	M
One and two-word story titles	I	I	I	F	M	M	M	M
Story titles of more than two words			I	I	F	F	M	M
Name titles, initials, and certain abbreviations		I	I	I	F	F	M	M
Days of week, months, holidays	I	I	I	I	F	F	M	M
Names of schools, streets, cities, and states	I	I	I	F	F	M	M	M
Words used in place of names						I	F	F
Names of buildings, parks, companies, sacred books, religion				I	I	F	F	M
Names of races of people, nationalities, and languages				I	I	F	F	M
Names of ships, planes, trains, geographical features, and words used to designate a particular area					I	I	F	F
First word in the greeting, closing of a letter, and address		I	I	F	F	M	M	M
First word of direct quotation					I	F	F	F
First word in outline headings and subheadings					I	F	F	F
XI. PUNCTUATION								
Period at end of sentence	I	I	F	F	M	M	M	M
Period with abbreviations and initials			I	I	F	M	M	M
Period after numerals and letters in an outline				I	F	F	F	M
Question mark at end of an interrogative sentence	I	I	F	F	M	M	M	M
Comma, ending marks, and quotation marks in direct quotations				I	I	F	F	F
Comma when separating items in a series				I	F	F	M	M
Comma in a friendly letter and envelope			I	F	F	M	M	M
Comma in direct address					I	F	F	M
Comma in appositional phrases							I	F

SKILLS	LEVELS	K	1	2	3	4	5	6	7
XI.	Punctuation - Cont.								
	Comma to set off some introductory words, phrases, and clauses				I	I	F	F	M
	Comma before connector							I	F
	Apostrophe in contractions		I	I	F	F	M	M	M
	Apostrophe in possessives			I	I	F	F	M	M
	Exclamation mark at end of exclamatory sentence and interjections		I	I	F	M	M	M	M
	Colon in business letter and preceding list					I	F	F	M
	Hyphen in compound words and dividing words at the end of a line				I	F	F	M	M
	Dash between inclusive numbers			I	I	F	M	M	M
	Underline in book, magazine, and newspaper titles					I	F	F	M
	Quotation marks to enclose short stories, poems, songs, articles, chapters of books					I	F	F	M
XII.	PARAGRAPHING (Refer to Appendix E.)								
	Indenting			I	F	F	F	M	M
	Leaving margins			I	F	F	M	M	M
	Paragraphing according to main idea					I	F	F	F
XIII.	DICTIONARY/THESAURUS								
	Multiple definitions			I	I	F	F	F	M
	Alphabetical order		I	I	F	F	M	M	M
	Use of guide words				I	F	F	F	M
	Use of phonetic respellings and pronunciation key				I	F	F	F	M
	Abbreviations for parts of speech					I	F	F	M
XIV.	LETTER WRITING								
	Friendly letter and envelope form			I	F	F	M	M	M
	Business letter and envelope form					I	F	F	M
	Thank you notes	I	I	I	F	F	M	M	M
	Invitations		I	I	F	F	M	M	M
XV.	PROOFREADING	I	I	F	F	F	F	F	F

ENGLISH LANGUAGE ARTS RESOURCES

GRADE SIX

Media	Company	Unit
CLASSROOM		
Books		
New Directions in English - 6	Harper and Row	30
New Directions in English - 6, T.E.	Harper and Row	1
The Arbuthnot Anthology of Children's Literature, Revised	Scott Foresman	1
Adventure Lands	Merrill	15
Adventure Lands, T.E.	Merrill	1
Aboard The Story Rocket	Random House/Singer	15
Aboard The Story Rocket, T.E.	Random House/Singer	1
Slithery Snakes and Other Aids to Children's Writing	Appleton-Century Crafts	1
A Thousand Topics for Composition: Revised Elem. Level	N.C.T.E.	1
Wishes, Lies, and Dreams	Random House/Singer	1
Flair	Education Services	1
In Other Words II: A Junior Thesaurus	Scott Foresman Co.	5
Using Good English - 6	Laidlaw	15
Using Good English - 6, T.E.	Laidlaw	1
Holt Intermediate Dictionary of American English	Holt, Rinehart and Winston Co.	30
Thorndike-Barnhart High School Dictionary, 5th Edition	Scott Foresman	1
Worksheets for "Explora Tapes"	(Reorder from Stockroom)	
Language Push-Ups, Level F	Harper Row	1
Language Push-Ups, Level F, T.E.	Harper Row	1
Kit		
Writing Center	Mine Publications	1
I.M.C.		
Tapes		
"Explora Tapes" 200 Series #201-206, 212-213, 216, 218, 219,221	Educational Progress Corp.	1 set
Language Arts Exploration (Explora Tapes), Tchr. Guide		1 per 6th grade teacher
Game		
Spello	Ideal School Supplies	2

Media	Company	Unit
I.M.C. (cont.)		
Kits		
SRA Listening Skills Program, IIc	S.R.A.	1
Listening Skills Program, IIc, Teacher's Guide	S.R.A.	1
SRA News Lab	S.R.A.	
News Lab, Teacher's Guide	S.R.A.	
SRA Organizing and Reporting Skills	S.R.A.	1
Organizing and Reporting Skills, Teacher's Guide		
Puppet Kit		1 set
Filmstrips		
Communication: Stoneage to Space Age		1 set
a. "Non-Verbal Communication"		
b. "Verbal Communication"		
c. "Written Communication"		
d. "The Story of Printing"		
e. "Electronics Frees Communication from Transportation"		
f. "Frontiers of Communication"		
Duplicating Masters		
"Creative Writing Masters" - 6	Instructional Fair	1

A-V CENTER

Films

8-779	"The Jail Door Went Clang"
4-79	"Leaf"
8-778	"The Man Who Bought Monday Night"
8-777	"Mean, Nasty, Ugly Cinderella"
8-631	"The Perils of Priscilla"
8-616	"A Rainy Day Story"
8-322	"Saga of Windwagon Smith"
8-620	"The Searching Eye"
8-80	"Teiva"
8-776	"What's Riding Hood Without the Wolf?"

Sound Filmstrips

2546	"Twenty Thousand Leagues Under the Sea"
2548	"Hans Brinker or the Silver Skates"
2549	"Captain Courageous"
2573	"Call of the Wild"
2574	"Kidnapped"
1801	"Proverbs and Maxims"
1808	"Three Famous Stories Retold"
	"Adventures of Paul Bunyun (American Folktale)"

A-V CENTER (cont.)

Media	Company	Unit
Sound Filmstrips cont.		
"John Henry: An American Legend"		
"Tayo: A Nigerian Folktale"		
"Write Lively Language"		
"Write in Order"		
Children's Folk Tales Series 4		5 (2 weeks)
"The Nightingale" (Chinese)		
"Drakestail" (French)		
"The Half Chick" (Spanish)		
"The One Who Wasn't Afraid" (Russian)		
"The Enchanted Mule" (South American)		
"Why Monkeys Live in Trees" (African)		
Children's Folk Tales Series 5		5 (2 weeks)
"The Leaves of Autumn" (Oneida)		
"The Robin's Red Breast" (Iroquois)		
"The Coming of Corn" (Ojibway)		
"Why the Loon Calls" (Micmac)		
"The Coming of the Sun" (Inca)		
"The Sleeping Princess" (Aztec)		
Filmstrips		
146 "Parts of Speech, Up and Away in a Flying Boat"		
161 "Grammar Usage, Let's Give a Show"		
140 "More Parts of Speech, The Case of the Missing Money Bag"		
173 "More Sentences, The Haunted House Mystery"		
83 "Punctuation Marks - Melvin Makes His Mark"		
1952 "Using Nouns"		
1953 "Using Pronouns"		
1954 "Using Adjectives"		
1955 "Using Verbs"		
1956 "Using Adverbs"		
1957 "Using Verbals"		
1958 "Using Prepositions, Interjections, and Conjunctions"		
2886 "Tom Sawyer"		
999 "Prepositions, Conjunctions, and Interjections"		
456 "Semicolon and Colon"		
Cassettes		
758 "Rip Van Winkle"		
754 "The Ugly Duckling" and "The Real Princess"		
772 "Aesop's Fables"		
760 "Cinderella and the Little Glass Slipper" and		
760 "The Elves and the Cobbler"		
607 "Aesop's Fables"		
763 "The Fairies and the Story of Bluebeard"		
92 "Arabian Nights" (Side 1, Ali Baba and the Forty Thieves)		
107 "Tom Sawyer"		
108 "Ali Baba and the Forty Thieves"		

A-V CENTER (cont.)

Cassettes cont.

167	"Treasure Island" and "Peter and the Wolf"
408	"Caddie Woodlawn"
512	"Adventures of Huckleberry Finn"
513	"Adventures of Huckleberry Finn"
514	"Adventures of Huckleberry Finn"
515	"Adventures of Huckleberry Finn"
516	"Adventures of Huckleberry Finn"
517	"Adventures of Huckleberry Finn"
518	"Shadow of a Bull"
523	"Call it Courage"
526	"Amos Fortune"
529	"Ginger Pye"
531	"The Door in the Wall"
532	"From the Mixed-up Files of Mrs. Basil E. Frankweiler"
533	"The Cat Who Went to Heaven"
534	"The Matchlock Gun"
538	"Sounder"
562	Side 1 - "John Henry"
628	"Treasure Island" (two cassettes)

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

CONCEPT: Language helps us to understand self, others and our world.

AIMS:

1. To introduce the idea that the time in which we live influences how we think and speak.
2. To show that people have similar feelings and needs--in other cultures and times.
3. To show that our culture influences how we expect people to act at certain times during the day.
4. To show that our culture influences our reactions to color as well as to weather conditions.
5. To show that language is influenced by the customs of our culture.
6. To appreciate the contributions of other cultures.
7. To encourage positive group relations.
8. To foster greater international understanding.
9. To introduce the idea that the division of any continuum into parts is arbitrary.

AVAILABLE RESOURCES:

1. New Directions in English, 1969, Chapters 1-2
2. New Directions in English, 1973, Chapters 1-2.
3. Language Arts Exploration, (Explora Tapes) Teacher's Guide, pp. 56, 62, 64, 88
4. Explora Tapes, Numbers 201, 204, 205, 216 (School IMC)
5. In Other Words II: A Junior Thesaurus, 1969
6. Adventure Lands, 1960
7. Aboard The Story Rocket, 1960
8. Filmstrip and cassette: "Hans Brinker or The Silver Skates," #2548 (A-V Center)
9. Film: 8-80 "Teiva" (A-V Center)

PERCEPTION AND
HUMAN RELATIONS

HELPFUL
ACTIVITIES:

1. For problem solving activities, see page 26, Teacher's Edition of New Directions In English, 1969, and page 28, Teacher's Edition of New Directions In English, 1973.

2. Use Explora Tapes 201, 204, 205, and 216, all dealing with perception skills. Be sure to use the Teacher's Edition, Language Arts Exploration as your guide for the summary and suggested activities (extension).

3. Cut an apple in half and display. Have the children write the date on a sheet of paper and record their observations. Collect. Keep for four or five days. Distribute the papers and display the same apple half again. Children write date and record observations.

   Ask such questions as:
   a. What kinds of changes did you observe?
   b. Do other things reflect change due to a time lapse? Name some.
   c. What types of changes take place in people observed at different periods of time? (List other than physical and chemical changes.)
   d. What changes in your behavior have taken place in you since last summer?
   e. How can the knowledge of "dating" help you in everyday life?

4. Class can be instructed to draw a dog. (No further instructions should be given to explain this assignment.) Display their drawings. This should be followed by a question-and-answer session:
   a. Are these all pictures of dogs?
   b. Are they all the same dog?
   c. How can you tell that these are different dogs?
   d. Name some of the differences you see in these pictures?
   e. What are some of the similarities?
   f. Are there more similarities or more differences?
   g. Why then, do not all the pictures look alike?

   The children can conclude through discussion that--because the directions to the assignment were vague in description rather than specific, and because we draw and picture what we have individually experienced--there are as many varieties as there are children in the classroom.

5. New Directions In English, 1969 and 1973, chapter 2, deals with continuum, and arbitrary classification. Carefully consider the Approach and Extension suggestions of chapter 2.

*6. Each child should list as many ways of classifying the students in the room as possible. Students may share their list of classification methods to compare their approaches.

7. Check The Writing Center for those cards that lend themselves to creative writing about perception of human relations. An example would be:

> "Look at the picture carefully.
> What has happened here?
> Describe the story in your own words."

*8. As a class project, have students make a list of words which they would be pleased to have someone use in describing them. You may want to have the students use In Other Words II, A Junior Thesaurus for this activity.

9. Upon completion of the above activity, have students act out everyday situations in which they might use these words.

10. For additional activities see pages 29-30, Teacher's Edition, of New Directions in English, 1969, and pages 31-32, Teacher's Edition of New Directions in English, 1973.

11. Suggested literature selections:

New Directions in English (1969): Note Approach and Extension in Teacher's Edition for each selection.
a. "The Story of Chanticleer," pages 87-89
b. "The Blind Woman and the Doctor," pages 90-92
c. "The Men Who Wanted to Kill Death," pages 93-97
d. "John Henry," pages 99-101
e. "Beowulf's Fight with the Monster Grendel," pages 102-105
f. "Pecos Bill and the Cyclone," pages 105-107
(See Reference 6, pages 77-80, for complete version.)
g. "The Appointment," pages 108-110

Adventure Lands: See teaching suggestions, teacher's edition.
a. "Nail Soup," pages 66-69
b. "Pecos Bill," pages 70-80 (see also Reference 1)
c. "The Emperor's New Clothes," pages 81-91
d. "Ali Baba and the Forty Thieves," pages 92-112
e. "Hans and Gretel Find a Friend," pages 170-177
f. "The Shooting Match at Nottingham Town," pages 209-226

Aboard the Story Rocket
a. "The Nightingale," pages 168-178
b. "That Lazy Mario," pages 249-259
c. "The Eight Kwartjes," pages 261-270
d. "Custer," (poem) page 300
    1) Have students discover background information about Custer.

  2) Discuss varying opinions about Custer, e.g. Indians point of view as opposed to many historical accounts.
  3) Hold a debate on whether or not Custer was a hero.
  4) For choral reading, assign the first and each succeeding alternate line to solo voices. Let the whole class come in on the second and each succeeding alternate line.

12. The following books are suggested for oral reading or for student's independent reading:
    a. The Loner by Ester Wier, 1963
    b. My Side of the Mountain by Jean George, 1959
    c. Sounder by William H. Armstrong, 1969
    d. The Summer I Was Lost by Philip Viereck, 1965 also known as Terror on the Mountain
    e. Cave of Danger by Bryce Walton
    f. Crazy Horse by Shannon Garst
    g. Sing Down the Moon, Scott O'Dell
    h. Fire Canoe, by Falk
    i. Taste of Spruce Gum, by Jacqueline Jackson
    j. Kevin Cloud, Chippewa Boy, Carol Ann Bales
    k. The Bad Times of Irma Baumlein, Carol Brink

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

LISTENING

CONCEPT: Language is communication.

AIMS:

1. To listen to be aware of a person's style of speaking. (F)
2. To listen courteously to others in discussion situations. (M)
3. To listen to all points of view before forming opinions. (F)
4. To listen to distinguish between fact and opinion. (F)
5. To listen with appreciation to spoken and recorded literature. (M)
6. To listen to follow step by step directions. (F)
7. To listen for main idea and detail. (M)
8. To listen to distinguish sounds in the environment. (M)
9. To listen for enjoyment and appreciation. (M)
10. To listen for evidence of prejudice and bias. (F)
11. To listen to evaluate propoganda by checking observable facts. (F)
12. To listen to recognize sales pressure in advertisement. (F)
13. To listen for supporting evidence of a speaker's statement. (F)

AVAILABLE RESOURCES:

1. Using Good English, 1961, pp. 38-40
2. SRA Listening Skills Program, II-c
3. Explora tape #206
4. Language Art's Exploration (Explora Tapes), Teacher's Guide, p. 66
5. Into New Worlds, 1966, MacMillan Co.

LISTENING

HELPFUL ACTIVITIES:

1. Have students share with the class some funny or strange thing that happened to them because they did not listen.

2. Have the class share examples of how something was said is as important as what was said.

3. To find out how well students listen, have the class listen to a recorded talk, or ask someone to give a two or three minute talk about his hobby. When the talk is finished, have a class discussion and decide how many of the main ideas were heard.

4. Share with your class the following recommendations to improve listening habits.
    - a. Try to separate the main points of the talk from minor or unimportant ones.
    - b. Take notes. Write down important ideas in the speaker's talk.
    - c. Show an interest. If you let your mind wander, you will miss some important point.

5. Engage all of your students in a class discussion on how to improve our listening habits.

*6. Have students write a short paragraph telling why critical listening is important. (See #7 below.)

7. Have students make a class chart showing guides to listening. Display it in a prominent place in the room. Be sure they include items such as the following:
    - a. Concentrate on what is being said. Look at the speaker.
    - b. Think of the details as facts that make the main idea clearer.
    - c. Ask yourself how you feel about the main ideas.
    - d. If you have the chance, ask questions about anything you may not understand.
    - e. Later, try to think of the main points the speaker presented.
    - f. Say what you think about the subject.
    - f. If your own ideas are criticized, listen politely. Then think of how you can correct or change any weaknesses.

*8. Your students might enjoy evaluating themselves on listening by using the following guide:

Practically always - 10 points
Usually - 8 points
Sometimes - 6 points
Hardly ever - 4 points
Almost never - 2 points

- a. Do you pretend to listen while your mind is actually far away?
- b. Do you become distracted easily?
- c. Do you distract other listeners by your actions?

d. Do you call the subject uninteresting as an excuse for not listening?
e. Do you try to take word-by-word notes in your mind?
f. Do you place the blame for your inattention on the speaker's "poor way of speaking"?
g. Do you remember minor details but not the main points of a speech?
h. Do you listen to visualize descriptive and dramatic passages of a story?
i. Do you listen to follow directions exactly?
j. Do you listen to discover new words?
k. Do you listen to distinguish between fact and opinion?
l. Do you listen for evidence or prejudice and bias?
m. Do you listen to recognize sales pressure techniques?
n. Do you attempt to understand the purpose of the person speaking?
o. Do you listen to draw conclusions and make inferences?

*9. Have the class test their listening ability by dividing into groups of five or six. Let each group choose a familiar story, perhaps one from our reading book. Divide each story into equal parts and assign a part to each member of the group.

In relay fashion, each member of the group would tell the story in their own words. As the first speaker concludes his part, the second speaker must summarize the first before continuing the story and so on.

10. Refer to Using Good English, 1961, for the following charts:
a. "Helps to Good Listening," p. 39
b. "Helps for Group Discussion," p. 13

11. Use the pre-test of the SRA Listening Skills Program. Have the students listen to more tapes as recommended in the guide.

*12. Have each student choose one of the catagories listed below. Each student should prepare a short statement about his favorite object or person from his chosen catagory. As these are read, have the class listen for evidence of bias and/or prejudice.
a. Sports figures
b. Actors - actresses
c. T-V programs
d. Motorcycles
e. Snowmobiles
f. Automobiles

13. Discuss the term "propoganda." Give the class several examples of propoganda. Have the students supply other present-day examples.

*14. Read the story "Remember the Maine," pages 270-276 in Into New Worlds, to your class. Ask students to listen for evidence of propaganda. Ask students to write these down as you read. Discuss statements written down with the entire class.

*15. Have the students bring examples of newspaper and magazine advertisements. Ask the students to write down specific ads they heard on radio or T-V. Discuss the sales pressure that is used. Perhaps several students would be willing to act out the ad.

16. Have the students write their own commercials and act them out. The class should listen to the sales pressure used.

17. Step by Step Directions: Read the following directions to the students (ONE TIME ONLY). They should write their answers on paper. After completion of the questions, discuss the results.
    a. Write "yes," no matter what letter your name begins with.
    b. Of the words "school" and "box," write the shorter word.
    c. Write "no" even if you think cows are larger than dogs.
    d. Write the numbers "2, 7, 9, 5, and 8." Circle the largest.
    e. If you circled 7, make a square; if not, make a cross.
    f. If birds fly, complete this sentence incorrectly: Hens lay _________________.
    g. If 3 X 2 = 8, make a circle; if not, make two dots.
    h. Give the wrong answer to this question: "Are you in the United States?"
    i. If Washington was not the first President of the United States, write the shorter of the words "red" and "green"; if he was, sign your name.

ORAL LANGUAGE
AND BODY LANGUAGE

CONCEPT: Language is communication.

AIMS:

1. To take an active part in discussions of ideas and issues.
2. To participate in choral reading activities.
3. To share information through speeches and storytelling.
4. To practice gestures, volume, and inflection in all oral activities.
5. To develop confidence in oral expression.
6. To use effectively other types of oral and body language.

AVAILABLE RESOURCES:

1. *New Directions in English*, 1969
2. *New Directions in English*, 1973
3. *Aboard the Story Rocket*, 1960
4. *Adventure Lands*, 1960
5. *Using Good English*, 1961
6. *A Thousand Topics for Composition: Revised* (Elementary level) Illinois English Bulletin

HELPFUL ACTIVITIES:

1. After students have read "The Story of Chanticleer," *New Directions in English* (1969), pp. 87-89, divide the class into four or five discussion groups with one person in each group designated as the leader. Suggest to the leaders that they use, as a basis for discussion, such questions as the following:
   a. How is the rooster tricked by the fox?
   b. How does Chanticleer save himself from the fox?
   c. Does Chanticleer understand why the fox was able to trick him?

   *After students have had time for discussing, reassemble class. Discuss with them the following:
   a. Why is this story a fable?
   b. Do you know of any person who has been tricked or fooled by someone flattering him?
   c. Have you ever been fooled by someone flattering you?

2. A sample class discussion is given in Using Good English (1961), pp. 11-12. After students have read that, have them carefully examine the "Helps for Group Discussion" on p. 13 of that text. *As a follow-up activity, divide the class into three or four groups. Each group will choose one of the topics listed on p. 14 of the above references or another topic of general interest and have a discussion.

*3. Incorporate small group discussions in many of the social studies areas, especially with current events.

*4. Before you ask students to do some personal writing, i.e., about some exciting experiences on a vacation, let them discuss some things they have imagined, dreamed, or seen. This activity will be quite informal, but it can generate enthusiasm for oral as well as written expression.

*5. After reading the fable about Chanticleer (Activity #1 above), students might enjoy reading a modern fable, New Directions in English (1969), p. 255. Since there is an open end to it, let students discuss ways they would end the story. This can be done in smaller groups of four to six persons. Ask each group to discuss what Louis did next and what finally happened. Then have one member of the group tell to the other members of the class what the group's story ending is.

*6. If it is possible to have multiple copies of several novels, have each student choose one to read. By choice, then, students will have formed their own groups. The members within each group will be reading the same novel. Discussions can occur periodically during the reading and after students have finished. It is helpful if the teacher has also read the novels.

*7. Most literature selections are valuable sources of ideas that can be used to trigger oral activities, especially group discussions.

8. Choral reading of poems can be a rewarding activity. There are several poems listed below which lend themselves to group reading. It is possible to divide the class into two groups with each group working on different poems. It is recommended, however, that you have at least ten students in a group; if you have less than ten, the effectiveness of choral reading is diminished.
   a. Aboard the Story Rocket
      (1) "Follow the Gleam," p. 30
      (2) "Thoughts of the Sea," p. 31
      (3) "Climbing," p. 53
      (4) "We Thank Thee," p. 247
      (5) "Southern Ships and Settlers," p. 260

b. Into New Worlds
  (1) "Song of Sherwood," pp. 78-79
  (2) "Columbus," pp. 178-179
  (3) "The Blind Men and the Elephant," pp. 350-351

c. Adventure Lands
  (1) "Lord Randal," p. 236
  (2) "Lone Dog," p. 243

Before doing any choral reading, it might be helpful to have the students read the information and practice group reading the poem, "The Ups and Down of the Elevator Car" in Using Good English (1961), pp. 298-300

Additional poems for choral reading can be found in your school library, in such books as Read Together Poems, H. A. Brown, 1961.

9. During the year there are a number of opportunities for students to give brief speeches on topics of interest or topics related to other subject areas. Before assigning your first speech activity, go over with the students the information on p. 260 of Using Good English. This material is designed for oral book reporting, but the helps can be applied to any speech situation. Have students organize and give a speech on how to do something. Some examples are as follows:
a. How to ride a bike
b. How to bake chocolate chip cookies
c. How to play basketball
d. How to make a kite

*10. Have students choose a person they have read about in literature or they have heard about in real life whom they would like to be. Ask each student to organize and give a brief speech telling the class who the person was or is and why the person is admired.

*11. One of the important speech activities is storytelling. Students should be given opportunities to retell stories they have read. This can be a year-round activity. For example, have a student volunteer to tell a story during a particular week; then have others volunteer to tell stories during succeeding weeks throughout the semester or year. If you feel it is possible, have students use as their sources for short stories, magazines, books, and newspapers they have in their homes. Refer to pp. 162-163 in Using Good English for helpful information on storytelling.

*12. Have students choose one of the story situations listed below and develop it into a short story to be presented orally to the class. You might want to extend this activity over several weeks.
  a. The tent collapsed.
  b. Tom broke his thumb.
  c. Edith captured a bat.
  d. Our dog, Scuffles, rescued a drowning child.
  e. I heard a strange noise, like the howling of a mad dog.
  f. Fred and his sister found themselves on the edge of a rocky cliff.

*13. Another interesting speech activity requiring much imagination involves situations or objects which the students are in or are being. For example, a student gives a brief talk on what it would be like if he were a football or if he were a speck of dust. Some other suggestions are listed below.
  a. If I were a mouse,
  b. If I were a school desk,
  c. If I were a Christmas tree,
  d. If I were a TV set,
  e. If I were a piece of chalk,
  f. If I were an eraser,
  g. If I were an ice cream cone,

  NOTE: This is also an excellent activity for writing.

14. Language involves more than just words and sentences; it also involves body movements such as gestures and facial expressions. An interesting activity using only body language would be to have students individually dramatize a certain situation, historical event, or object. After the student has presented his dramatization to the class, the class has to guess what it was. Some examples are listed below.
  a. I am a pumpkin on a doorstep.
  b. I am Rudolph the Red-Nosed Reindeer.
  c. I am a sink stopper.
  d. I am an astronaut on the moon.
  e. I am a soldier who is in a foxhole.

*15. To emphasize the importance of body language, have students volunteer to demonstrate some examples that they use or are familiar with. You might begin the activity by giving one yourself, and then have the volunteers come to the front of the class to demonstrate theirs. Allow time after each example for students to give the meaning of it. Some ideas are listed below.
  a. A clenched fist
  b. A shrugging of both shoulders with arms extended
  c. The V-sign with two fingers

*16. Have some of the sports-minded students demonstrate how body language is used by umpires or referees in such sports as baseball, football, hockey, and basketball. The physical education special area teacher should be able to supply sources of information for this activity.

17. Taking part in a dramatization is an effective way of having students improve their ability to use language. Refer to pp. 283-28 in Using Good English for information on learning to dramatize. Ask students to select a situation from a story or from real life and work up a dramatization of it. It is hoped that student interest will result in several groups doing dramatizations.

*18. Have students volunteer to work as a group writing their own short play and present it to the class. It is possible that one group of students can do the writing and a second group can perform the play.

*19. Help students to plan several dramatizations of telephone conversations. Examples are listed below. This activity is excellent to show body language as well as oral.
    a. Ordering an item to be delivered by a store.
    b. Asking for information about bus or airplane schedules.
    c. Getting some help from a friend on a school assignment.
    d. Talking to a friend by long distance. (Note: students using this one should realize the importance of conciseness.)
    e. Calling a special department (fire, police, etc.) in case of an emergency.

CONCEPT: Language is communication.

AIMS:

1. To write friendly and business letters.
2. To write news articles.
3. To use editorials and letters to the editor as means for expressing opinions.
4. To recognize the need for other types of practical writing: lists, notes, posters, and requests.
5. To use margins of equal size on both sides.
6. To use wide-lined paper.

AVAILABLE RESOURCES:

1. Using Good English, 1961
2. New Directions in English, 1969
3. New Directions in English, 1973
4. SRA Organizing and Reporting Skills, 1962, Units V and VI
5. Illinois English Bulletin, A Thousand Topics for Composition
6. SRA News Lab (Suggested use in grades 4, 5, 6, for a 2-3 week period.)

HELPFUL ACTIVITIES:

1. Assign the activity from "Writing Correctly," p. 229 of Using Good English.
2. Have the students write a letter to a presently popular person about a presently popular topic. (e.g. sports hero from the World Series) See Appendix for the correct form of the letter and envelope.

*3. Have students suggest persons or business firms to write to for information. List on the board. Have the students write a business letter to one of the persons or business firms listed on the board (Using Good English, pp. 347-349). See Appendix for the correct form of the letter and envelope.

*4. Students can select and cut out magazine advertisements that are grammatically incorrect. Students can write a business letter to the advertiser explaining why the ad is incorrect. (Jo Meyer, Sunset Terrace)

*5. Students should be sure to use correct form for envelopes when sending letters. Pages 350-351 of Using Good English contain helpful information. Note: Zip codes rather than zones should be stressed. See the appendix of this guide for the new zip code state abbreviations.

6. Have students plan two news stories about events in your school. They may prefer to write about an experience outside the school, such as seeing a good play or taking a trip. Students should write a headline for each story.

*7. Have the students exchange papers from the activity above. Each student reads the two news stories he receives and writes headlines for the stories. Then from one news story, have the students write the answers to each of these questions: Who? What? When? Where? Why? Have the same done for the second news story and return the stories.

8. Use a literature selection that includes a dramatic event. Have students write a news article about the selection. You may also encourage some students to prepare a television news program based on the selection. Other students may want to write editorials or letters to the editor.

9. Have students get together in groups of two. Have these students interview each other and write a news article. If at all possible, try to have one important event of each person's life highlighted. Display the articles around the room or on a bulletin board.

*10. Students may write a weather report (humorous or serious). This may lead to a student reporting it as a television weather program.

11. Volunteers may write a sports story about a local high school or college sports event. If students complete their writing prior to the event being reported in the Post-Bulletin, an interesting comparison can be made between the two articles.

12. Encourage the students to write letters to the editor expressing their feelings regarding student behavior in the lunchroom (may be positive or negative).

*13. Have students write editorials on the restriction of the use of automobiles. If differing points of view come up, a class discussion or debate may prove worthwhile.

*14. If students have strong feelings about any current event, letters to the editor might be written expressing each student's point of view. If the students have a gripe, they should have a solution ready to present.

15. For publishing a class newspaper, see activity 29 of the composition section of the concept "Language has a variety of structures."

*16. Supply students with a short article or story. Students organize the materials into an outline. When they have finished their work, each student should compare his outline with that of a friend. Discuss any differences of opinions about the parts of the outline.

17. Work through Units V and VI, "Notetaking and Outlining" and "Making an Outline" of the S.R.A. Organizing and Reporting Skills.

18. As the occasion arises, have students write short notes to express thanks or appreciation.

*19. Ask each student to write down the title of a favorite book and the author. Place the titles and authors on the board, in random order. The students then list the books according to authors' last names. This activity (1) gives practice in listing, (2) encourages underlining, and (3) provides an instant list for interest reading.

*20. Encourage the students to make posters when appropriate. Remind them that their posters should have a purpose. The students should also plan (words, type of writing, size, etc.) before beginning.

21. Have students write a thank you note without using the words, thank you.

*22. See pages 14-16 of the Illinois English Bulletin, 1971 for excellent ideas on writing lead questions, headlines, etc.

23. Ask the students to bring news articles to class. Let them get together in groups of two or three to read through an article carefully. Then the small group should act it out in front of the class. The rest of the class should then write up the story as a news article. Be sure the article has a title. Compare articles written with the actual article itself.

Another idea would be to use unusual news story titles, such as, "Old Woman Foils Would-Be Bandit." Have each student write a news article as if they were the reporter.

WRITTEN LANGUAGE
(CREATIVE)

CONCEPT: Language is communication.

AIMS:

1. To keep a personal journal as an outlet for self-expression.
2. To express feeling through poetry.
3. To express one's self creatively, through story writing.
4. To write creatively using other forms such as description.

AVAILABLE RESOURCES:

1. *A Handbook of Elementary Creative Writing*, 1972, Flair
2. Illinois English Bulletin, *A Thousand Topics for Composition*
3. *Slithery Snakes and Other Aids to Children's Writing*, 1967
4. "Creative Writing Masters - 6," 1972
5. *Wishes, Lies, and Dreams*, 1970
6. *The Writing Center*, 1971
7. Films: (A-V Center)
   a. 4-2 "Making Haiku"
   b. 8-631 "Perils of Priscilla"
   c. 8-616 "A Rainy Day Story"
   d. 8-322 "Saga of Windwagon Smith"
   e. 4-79 "Leaf"
   f. 8-620 "The Searching Eye"
   g. 4-475 "Story of a Book"
   h. "The Jail Door Went Clang" #8-779
   i. "Mean, Nasty, Ugly Cinderella" #8-777
   j. "What's Riding Hood Without the Wolf?" #8-776
   k. "The Man Who Bought Monday Night" #8-778

HELPFUL ACTIVITIES:

1. Have students design their own writing folder. All composition activities for the year should be kept in this folder.
2. Put creative writing ideas on 3 x 5 cards and place them throughout the room. They should be everywhere the child looks; high on the walls, ceiling, etc. Have the cards numbered so you can keep track of the work. (Joe Stanich, Edison)
3. Have a Creative Writing-of-the-Week Board. Display a child's work for one week. (Joe Stanich, Edison)

*4. Pupils write one word for a creative writing exercise. Collect these and drop them in a box. Each student draws a word and then uses it creatively in a paragraph, poem, play, etc.

5. Students could be encouraged to maintain a personal journal throughout the year. Thoughts, feelings, experiences, impressions, and gripes could be included.

6. For many excellent poetry ideas, see *Wishes, Lies, and Dreams*, 1970.

7. View the film, "Making Haiku." Use this film as an introduction to writing Haiku.

8. Haiku is a form of Japanese poetry written in three lines. The first and last lines contain five syllables while the second line contains seven syllables.

Example:

1 2 3 4 5
The blue sky brighten

1 2 3 4 5 6 7
The day of robin's return

1 2 3 4 5
Spring is here at last?

Use Haiku ideas as found on pp. 130-131 of *Flair*.

9. Have students practice Haikon and Diamante poetry. See pp. 131-132 and pp. 135-136 of *Flair*.

10. A good follow-up for a session on Haiku is to have students make sandpaper pictures that illustrate the poem. Color on fine sandpaper and then iron it onto construction paper. The resulting texture is interesting.

11. Do the "Color Cinquains" activity on pp. 126-128 and the "Road Map for Cinquains" activity on pp. 128-129 of *Flair*.

12. Acrostics serve as a challenging poetic style. Have students write their own names in a vertical fashion and then complete an acrostic.

Soon I will have to go to bed.
Maybe I'll have a good dream.
I wonder if
The earth is round.
How will we ever know?

13. Students may enjoy working with another form of seventeen syllable poems called Senryu. See p. 132 of Flair.

14. Work with Sijo, Korean poetry. See p. 133 of Flair.

*15. Provide students with the opportunity to express themselves through the poetic form of their choice.

16. Go through the resource books of creative writing ideas and pick out about forty of the ideas that you feel will work best for your class. Type one idea on a 3 x 5 card. Fold the card and place it in a decorated container. Once a week have a student pull out a creative writing assignment.

17. Refer to the Creative Writing Masters (IMC) for ideas.

*18. View the film "The Perils of Priscilla." Have the students complete the story on paper. Perhaps the students could write a story of their own, taking the part of their pet in the story. If they do not have a pet, they could choose an animal they would like to have or be. See Appendix for suggested film uses.

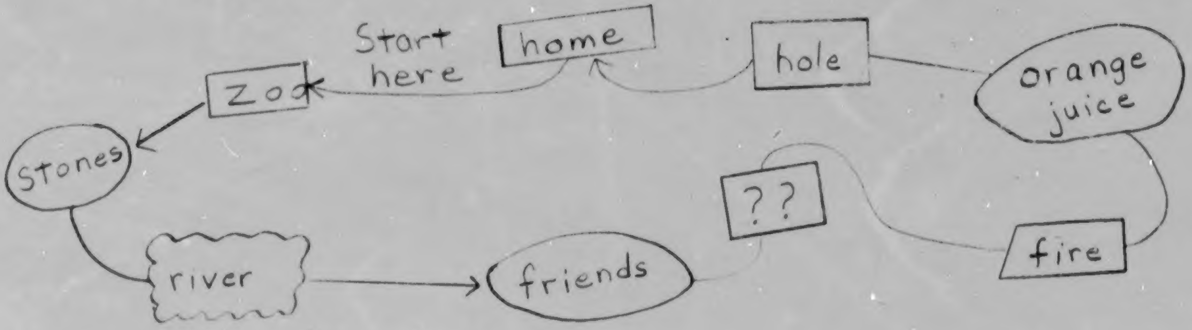
19. After viewing the film, "Saga of Windwagon Smith," have the students create their own form of transportation which they will then sketch a picture of and include in a story. See Appendix for suggested film uses.

20. Both films, "A Rainy Day Story," and "Leaf," are open ended stories. Have the students complete one or both of the stories in their own way. See Appendix for suggested film uses.

*21. Allow students several opportunities to select cards from The Writing Center and do creative writing.

22. After students have written a creative story, collect the papers. Make a worksheet, copying incomplete sentences or other errors from their papers. The next day give the students the ditto and go through it together as a class, discovering errors and correcting them.

23. For variety in writing a creative story, put a diagram sentence on the board. An example follows. The directions are simply that they must write about something that happens at every stop. Where there is ?? the students are free to add anything or have anything happen. Write the following on the board: "Get something at every stop."



24. Students should write from the point of view of an animal. For example, a city "through the eyes" of an elephant. Another possibility is for the students to describe Paul Revere's ride from the point of view of the horse.

*25. See the Illinois English Bulletin, "A Thousand Topics for Composition" for additional creative writing ideas.

26. View the film "The Searching Eye." Use this film as a device to stimulate creative writing. See Appendix for suggested film uses.

27. Show the film "Story of a Book." This film shows how H. C. Holling, a real-life author, uses five steps to create a story about Pagoo, a hermit crab. Have each child develop his own theme and use these five steps in doing research for writing a book. Rough drafts are good items to use with the opaque projector to show grammar, punctuation, and sentence construction needs. The binding can be done by stitching the pages and using cardboard backs and cloth. After they are covered, have the librarian help the students card the books and place them in the library.

28. Show the series of creative writing, open-ended films:
    a. "The Jail Door Went Clang," (Uses sensory experiences to construct a setting) #8-779
    b. "Mean, Nasty, Ugly Cinderella," (Shows how the character influences stories) #8-777
    c. "What's Riding Hood Without the Wolf?" (Plot: the hero, his goal and the obstacle) #8-776
    d. "The Man Who Bought Monday Night," (Where story ideas come from) #8-778

    Each film may be used alone and the techniques illustrated may be worked on for several class periods. For the best results, it is suggested that the entire series be used in the order listed, as each film centers on a different skill.

    Each film will require several class periods of work time. There are stopping spots within the film to allow time for discussion and writing. Therefore, plan for enough time to use these films. Additional story starters are provided in the booklet enclosed in each film.

Teachers should select or develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

HISTORY OF THE ENGLISH LANGUAGE

CONCEPT: Language is constantly changing.

AIMS:

1. To stimulate interest in the history of the English language.
2. To introduce the idea that languages can be classified on the basis of their similarities and differences.
3. To learn about the beginnings of the English language.
4. To trace the English language to the Germanic strand of the Indo-European language family.
5. To recognize how other languages have influenced the growth and development of English.
6. To compare and contrast Old English, Middle English, and Modern English.

AVAILABLE RESOURCES:

1. New Directions in English, 1969, Chapter 3
2. New Directions in English, 1973, Chapter 3
3. Basic Goals in Spelling, 1972
4. Thorndike-Barnhart High School Dictionary, 1968
5. Holt Intermediate Dictionary for American English, 1966

HELPFUL ACTIVITIES: (NOTE: We strongly recommend that each teacher use the first six activities in the order presented in this section of the guide.)

1. To stimulate an interest in languages, have the children read silently the examples on p. 29, New Directions In English, (1969 and 1973) of a brief conversation given in seven different languages. It is not necessary to read them aloud; however, if some children want to volunteer to read a few of them, this can be done. Ask the children to carefully look at the examples to spot any similarities of words. Allow only a few minutes for this initial activity. Next go to the second activity given here.

2. To help students notice similarities between languages, place the following sentences on a transparency. Be sure to keep the English sentence covered until students have had time to study the top four to see if they can decide what is being said.

Clues
German - Grönland hat keine Telefone.
Italian - LaGroenlandia non ha telefoni.
Spanish - Groenlandia no tiene los telefonos.
French - LeGroenland na pas le telephones.
English - Greenland has no telephones.

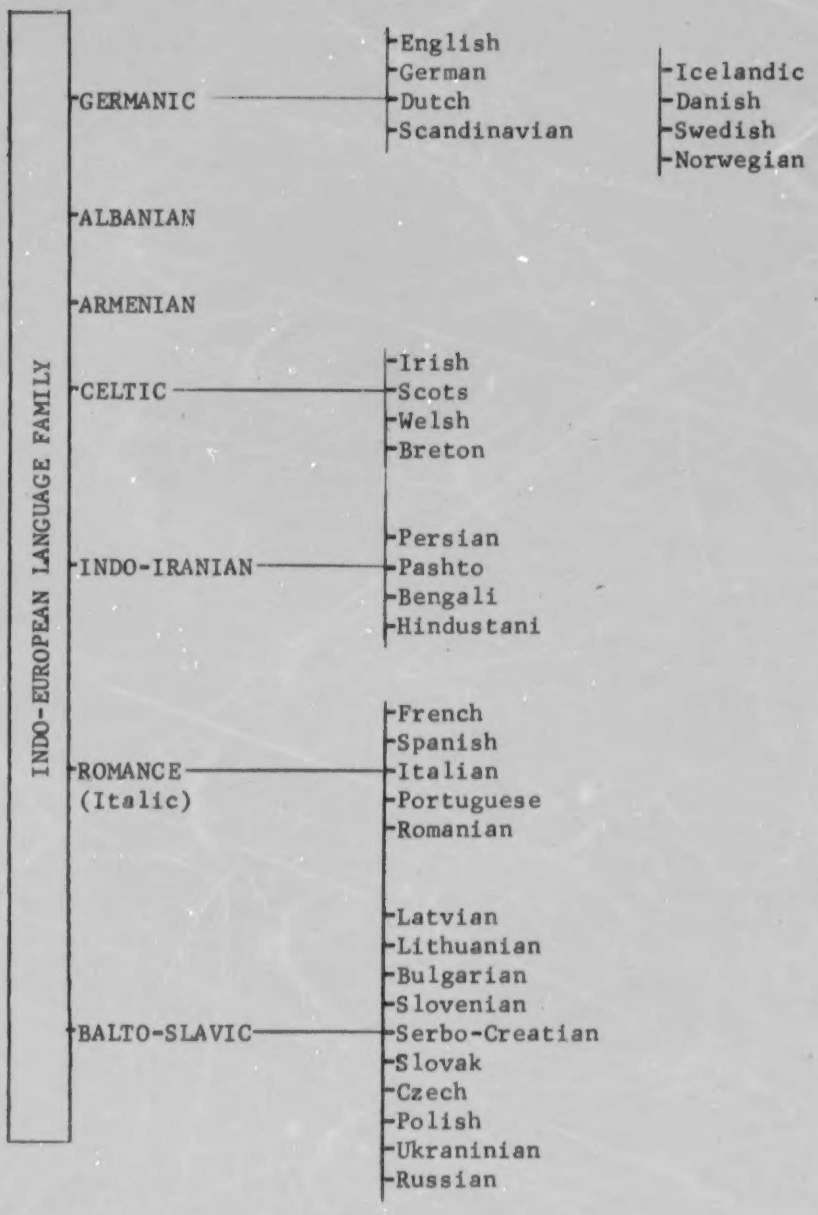
*3. After discussing the activity listed on the top of p. 30, New Directions In English (1969 and 1973) and trying to determine the meaning of the words as used in the sentences on the previous page, have them group the words according to meaning (i.e. Put all the words which mean 'give' together.)

Daitse - give (Russian)
gi - give (Norwegian)
dat - give (Polish)
Gib - give (German)
Donnez - give (French)

4. Divide the students into committees or groups to make a class chart similar to the following to show how countries throughout the world say "thank-you."

Country	Word for "thank you"	English Pronunciation
Germany	danka	dahn-ka
France	merci	mehr-see
Spain	gracias	grah'-th'yahs
Norway	takk	tahk
Russia	cnacnoo	spah-see'-boh

5. Provide on a ditto and/or a transparency a branch diagram showing the languages which make up the Germanic strand of the Indo-European family. Have the children study the diagram carefully before going to the next activity which involves the map. It might be meaningful to use a branch diagram to show the other branches of the Indo-European group. Thus children will know that English is merely one of several Germanic languages and that the Germanic is only one branch of the larger tree. See the chart on the following page.


INDO-EUROPEAN LANGUAGE FAMILY
GERMANIC
English
German
Dutch
Scandinavian
Icelandic
Danish
Swedish
Norwegian
ALBANIAN
ARMENIAN
CELTIC
Irish
Scots
Welsh
Breton
INDO-IRANIAN
Persian
Pashto
Bengali
Hindustani
ROMANCE
(Italic)
French
Spanish
Italian
Portuguese
Romanian
BALTO-SLAVIC
Latvian
Lithuanian
Bulgarian
Slovenian
Serbo-Creatian
Slovak
Czech
Polish
Ukraninian
Russian

6. Use the world map to point out the location of the various countries mentioned in the activity on p. 30, New Directions In English (1969 and 1973). If children are interested in a further activity, have them enlarge a map of Europe and use arrows to show the countries that belong to each language group.

7. Invite resource people from your neighborhood who belong to a variety of nationality groups. One possibility would be to have a different nationality represented each day to share various words that are related to the English language in some way. They could also teach the children several simple sentences in their language.

*8. Another activity involves writing three people, each speaking a different Germanic language (Dutch, Danish, Swedish, Norwegian, German, Icelandic). Give each the same English sentence written on a piece of paper and have him translate it into his language. Next, each translation is written on the board for children to compare. Ask for volunteers to give the English sentence represented or as much of it as possible. Finally, write the original on the board.

9. Suggest that the children ask their parents or grandparents to assist them in making a nationality family tree, concentrating mainly on parents, grandparents, and great grandparents. If this information is unavailable to some children, it is recommended that these students choose a neighbor for completing this activity.

10. To determine whether students see the relationship between language borrowings and history, have them use a good high school or college dictionary to look up each of the following words and write down its origin. Finally, have them tell the subject or area to which each group of words seems to belong.

altar, plow, keel, statue, bull, gill (of a fish), rake, gust, prayer, benediction, raft, cow, absolve, earth, bulk, furrow, chapel, reef, vestment, flounder, fowl

Latin	Scandinavian or Old Norse	Anglo-Saxon or Old-English
Church	Sailing	Farming
statue	keel	bull
prayer	gill	rake
benediction	gust	cow
absolve	raft	earth
altar	bulk	furrow
chapel	reef	fowl
vestment	flounder	plow

11. Have students who are reading in Open Highways - 6 dramatize the various ways that Indian words have been changed into the English as told in the story "Adventures of Thomas O'Toole." This would be a good activity for your slow readers to participate in. Let them tell the story to the rest of the class.

12. It is recommended that teachers use 'Learn a Place Word' of Basic Goals in Spelling for an interesting history of certain words.

USAGE

CONCEPT: Language is constantly changing.

AIMS:

1. To recognize the wide range of acceptable English usage.
2. To investigate some of the rules of formal English usage to see whether or not they appear in everyday language.
3. To use formal language when appropriate.
4. To strive to eliminate unnecessary usage errors.
5. To explore the concept that language style constantly changes.

AVAILABLE RESOURCES:

1. *Using Good English*, 1961
2. *New Directions in English*, 1969, Chapter 12
3. *Aboard the Story Rocket*, 1960
4. *New Directions in English*, 1973, Chapter 11
5. Filmstrip: "Grammar Usage, Let's Give a Show," Troll Associates, A-V Center #161

HELPFUL ACTIVITIES:

*1. Oral and written language experiences are the practical means of diagnosing the ability of students to use appropriate usage. However, a diagnostic test on usage (Refer to Appendix) can be given to determine a student's needs in this area. These needs should be met individually unless several students need instruction in one or more of the skills of usage. At that point a group approach can be used. Refer to *Using Good English* (1961) for activities on specific student needs in usage.

*2. It is imperative that the teacher refers to the information on formal usage given on p. T-64, *New Directions in English* (1969). It is also important that a continual reference be made to the chart entitled "Oral and Written Usage Errors to be Eliminated in the Elementary School," which can be found in the Appendix of this course of study.

3. To show that situation and audience influence the language used, have the children list the different types of people they come in contact with each day (a friend, parents, teachers, the principal). Then ask the children how they would respond to questions asked them by each of those people, e.g. What did you do in school today?

4. Have students volunteer (or choose them) to work in pairs on an impromptu conversation. (This can be an activity for which you give these students time in school to work on it.) Offer them several interesting situations requiring a dialogue between two people, one of whom is a young person. For example, a sixth grade girl or boy is talking with the neighbor lady about baby-sitting for the neighbor's daughter.

*5. Ask children to think of words or expressions they are using today that they probably weren't using or that were not popular two or three years ago.

6. Have students look at the four pictures in New Directions in English (1969), p. 215; (1973), p. 191. Use the questions in "Approach" section of the teacher's editions, same pages. *As a follow up you might ask the children to bring in a collage depicting situations requiring both formal and informal language.

7. To illustrate variety in style in spoken English, use the activity in New Directions in English (1969), pp. 216-218; (1973), pp. 192-194.

8. To explore variety in style in written English, use the activity in New Directions in English (1969), pp. 218-222; (1973), pp. 194-198. It is recommended that as a follow-up, use an activity such as the one written up as number 9 below.

*9. Have children read the story "The Spaceman At the Jamboree" in Aboard the Story Rocket, pp. 133-144. Discuss the situation involved when Marty visits from another planet. Have children write a feature article for the hometown newspaper giving details of the event. What would the headlines be? Write a report that might be given for TV news; write a speech the president might give to address the nation on this situation; or write a letter from yourself to a friend or relative.

*10. Give the students a copy of the following paragraph. Discuss whether the speaker is using formal or informal speech. Divide into small groups to discuss the speech and to describe the situation at which the speech was possibly given, who the speaker might have been, and who might have been in the audience. Have one person be the speaker for each group and have each group tell the class what conclusion they arrived at.

"Gentlemen, it is my unpleasant duty to inform you of a grave situation. Not more than three minutes ago, the earth was invaded by small, iridescent creatures, carrying unidentified weaponry. The President has not yet been able to determine the strength of these invaders or the danger to our planet."

CONCEPT: Language is constantly changing.

AIMS:

1. To show how words change in meaning.
2. To use correctly homonyms, synonyms, antonyms, and acronyms.
3. To form new words by using "blends."
4. To recognize the areas of inference and verification and stress the important role each plays in the process of changing language.
5. To distinguish between fact and opinion.
6. To define and recognize slanted language.
7. To recognize that within the English language there are different dialects.
8. To use graphic symbols.

AVAILABLE RESOURCES:

1. New Directions in English, 1969, Chapters 3, 4, 8
2. New Directions in English, 1973, Chapters 3, 4, 7
3. Basic Goals in Spelling, 1972
4. Using Good English, 1961
5. Language Arts Explorations, Teacher's Edition, 1971, pp. 60, 66, 78, 80, 90, and 92
6. Explora Tapes, #203, 206, 212, 213, 218, 219
7. Filmstrips- I.M.C.
   Communication: Stone Age to Space Age, Universal Education and Visual Aids
   a. "Non-Verbal Communication"
   b. "Verbal Communication"
   c. "Written Communication"
   d. "The Story of Printing"
   e. "Electronics Frees Communication From Transportation"
   f. "Frontiers of Communication"

HELPFUL ACTIVITIES:

*1. Give the children the diagnostic test (Semantics and Dialects) included in the Appendix.

2. Give children a list of new words and have them make up definitions by dividing them into meaningful parts. If you use such words as megaphone, chronometer, megameter, and phonoscope, you might give them the meanings of one part of the word, e.g. "mega" means "large, great."

3. Use the activity on pp. 40-41 in New Directions in English (1969). Activity one can be used as a follow-up to this activity. Ask children to look carefully at the earlier meanings of the following words and compare them with the generally accepted meanings today. Have them state (orally or in writing) in what way the meaning of each word has changed. Is it more favorable or less favorable? Is it a narrower or a broader meaning? Other words are given in the "Extension" section on p. 42 of New Directions in English (1969), teacher's edition.

WORD	EARLIER MEANING	CHANGE--Word Has Become
Cattle	A flock of any kind of livestock	Narrower
Deer	Any beast, especially a wild beast	Narrower
Pretty	Tricky or sly	More favorable
Companion	One who shares bread with another	Broader
Cheaters	Officers of the king	Less favorable
Barn	Barley-place	Broader

4. Use the activity on p. 41 in New Directions in English (1969). Activity one can be used as a follow up to this activity.

5. Homonyms might best be handled by using chapters 21 and 22 of Basic Spelling Goals - 6. An activity in New Directions in English (1969), pp. 42-43, is also useful. (Refer to Appendix J for a list of homonyms.)

*6. Write the following sentences on the board or a transparency. Have student volunteers give the correct homonym to complete each sentence.
a. I told him that the bell ____________ at noon.
b. He knew that the bicycle was ____________.
c. We ____________ the rumble of a herd of buffalo.
d. The sore on his heel would not ____________.
e. We ____________ our bicycles down the road.

7. For practice in some of the ways new words are formed, have children look up the origins of the following acronyms:

Scuba
UNICEF
laser
Radar
NASA
UNESCO

Look up the word "acronym" to find out why it is used for these kinds of words. Refer to p. 43 of New Directions in English (1969), teacher's edition, for information and other activities on acronyms.

8. Have the children write one synonym for each word below. They can use the dictionary if they need help.

dangerous
good
happy
harsh
ran
small
talk
strike
custom
liberty
strong
show

9. For practice in the use of antonyms, give the children the following sentences and have volunteers fill in the correct word. Caution them that the word they supply must be opposite in meaning to the underlined word.
a. I like cold weather, but my brother likes ________ weather.
b. Jane wants to borrow a pencil if you can ________ her one.
c. The ________ of the story was better than the beginning.
d. The ________ boy was riding the small horse.
e. The fast rabbit defeated the ________ turtle.

*10. Have children work out Practices A, B, and C, p. 144, Using Good English. These are good exercises for antonyms and homonyms.

11. Get the children involved in working with "blends" as a way of forming new words. The activities on p. 44, New Directions in English (1969), are excellent.

*12. A fun and amusing activity involving the blending of words to form new words is given on pp. 248-249, New Directions in English (1969).

13. Introduce the class to making inferences by using New Directions in English (1969), pp. 100-102. Have volunteers make their own patterns of shapes, numbers, letters, or words to share with the class.

*14. Use photographs or paintings of thought-provoking scenes to help children make inferences. Use pictures that show people in action and ask questions such as "What do you think is going on? Why do you think so?".

*15. From the title "Treasure Island," what do the students think that the story is about? (buried treasure) Do they think there might be something valuable hidden somewhere in their neighborhood or community? Who hid it? When? Why? Where might they look? Write a modern story about a hidden treasure. Perhaps a group would be interested in writing a play and performing it rather than writing individual stories.

*16. Using various words for the number one, ask the students if they can see a pattern that might indicate something about language families:

un	(French)	eins	(German)
uno	(Spanish)	een	(Dutch)
uno	(Italian)	en	(Swedish)
um	(Portugese)	en, et	(Danish)
un	(Rumanian)	en	(Norwegian)

Students should understand that the columns represent different branches of the Indo-European family. Refer to the section "History of the English Language."

17. Check students to see if they can tell whether someone is qualified to make authoritative statements on a subject. Use statements such as the following and ask them to explain their answers:
    a. Our dentist, Dr. Pullemont, says labor unions are run by crooks. (unreliable)
    b. "Walking is the best cure for insomnia," says Dr. Foots, physician and personal counselor to hundreds of sleepy people for over thirty years. (Reliable)
    c. The judge ruled that Mr. Snitchit had violated the law. (Reliable)

*18. Take the above activity one step further by having the students watch and write down some TV advertisements which make inferences. Demonstrate by pantomiming or by making posters to advertise a particular product. Refer to the section on "Listening."

19. To demonstrate to students how easy it is to draw different--even contradictory--sets of inferences from the same set of facts, have them re-examine the newspaper articles about the Poppers and about the Chimp, on pp. 77, 78, and 80 of New Directions in English (1969). Ask students what the facts of each case are, and what inferences each journalist wants the reader to draw from his article.

*20. Have students collect magazine and/or newspaper articles in which inferences have been stated as facts, inferences have been drawn from insufficient evidence, and statements quoted as authoritative have been made by people not qualified in the field of question.

*22. Discuss the difference between fact and opinion. Use New Directions in English (1969), pp. 132-135. Have each child write on paper two true facts about himself and one false statement. One at a time each student should read all three statements and the rest of the class should try to determine which statement is false. After everyone has written the number of the false statement, have the student tell which ones are true. Refer to the section on "Listening."

This exercise could also be done by having each student select a topic and find two true statements which could be verified. Add one statement that many believe to be true, which, however, is not true.

23. Refer to activity #4, pp. T49-50, New Directions in English (1969) for additional work in distinguishing between fact and opinion.

*24. Have students refer again to the newspaper articles on pp. 75, 78, and 80, New Directions in English (1969) to find all the changed words which have been used. Have them tell which words influenced them to draw the inferences the writer intended.

25. Using the picture on pp. 48 or 49 (or any action picture), New Directions in English (1969), have students look at it carefully for a minute and then have them close the book. Next have them write on a piece of paper what they saw in the picture. After the writing activity, ask the children to look again at the picture and compare what they have written with what is shown in the picture. Briefly discuss the advantages and disadvantages of writing a description of an incident rather than picturing it.

*26. Create an interest in pictures as symbols by having children make up and tell a simple story through pictures. If you feel that some are not interested or capable of telling a story, have those children make up sentences, using pictures for as many words as possible.

*27. Use the pictures of symbols, p. 50, New Directions in English (1969), to create a discussion on familiar symbols. The questions on p. 50 of the Teacher's Edition are excellent for this activity. You could have extra pictures of other symbols to show to the children for purposes of discussion.

28. Use the material on "Symbols Used as Identification," pp. 51-53, New Directions in English (1969). Supplement this with as many extra examples of symbols that you and/or the children can find. Refer to the "Approach" and "Extension" sections of New Directions in English (1969), Teacher's Edition. Use the material on "Trademarks and Brand Names," p. 53, New Directions in English (1969). Refer to the "Approach" section of the Teacher's Edition, New Directions in English (1969). *As a follow-up, have a student read the Pegasus legend (the flying horse of Mobil Oil). Perhaps some children might be able to identify other trademarks that might be based on myths. Have them investigate the origins of these symbols. Letters to companies about their trademarks can be interesting class project.

29. Use the material and activities on pp. 54-55, New Directions in English (1969), for exploration of the use of symbols in traffic signs. Refer to the "Approach" section of the Teacher's Edition, pp. 54-55, New Directions in English (1969). You might find it interesting to give the children some examples of traffic symbols used in other countries or even other states.

*30. Have students create signs or simple pictures that could be used to designate the following places in a school: cafeteria, library, gymnasium, principal's office, music room, and nurse's office.

31. Use the material and activities on "Symbols Used in Maps," p. 56, New Directions in English (1969). If you did not want to use this section on symbols, you could include it with your work on social studies.

32. Use the material and activities on "Symbols and Diagrams in Mathematics and Science," p. 57, New Directions in English (1969). It is perhaps better to include this use of symbols with your work in mathematics and science.

33. Use Explora tape #203.

34. Use Explora tapes #218 and #219 with activity 18 and 19.

35. Use Explora tape #213. Follow suggested activity in the Teacher's Guide. Allow students time to write several puns. Use Arrow Book, Jest in Pun, if available, to give suggestions and to get the class started.

Teachers should select or develop activities and materials which meet the needs and interests of children and should *not* attempt "to cover everything" within each concept.

GRAMMAR

CONCEPT: Language has a variety of structures.

SKILLS:

1. Recognize that a noun part (NP) and a verb part (VP) are necessary for complete standard sentences. *New Directions in English*, 1969. A subject part (SP) and a predicate part (PrP) arc necessary for a complete standard sentence. *New Directions in English*, 1973, (M).
2. Enrich sentence meanings through the use of adjectives and adverbs. (F)
3. Develop sentences through the use of indirect and/or direct objects. (F)
4. Recognize that sentences containing linking verbs require completers: nouns, adjectives, or adverbs. (F)
5. Realize that adjectives and adverbs have other functions within sentences. (F)
6. Use the prepositional phrase as a modifier. (F)
7. Identify and correct the misplaced modifier so the meaning of the sentence is clearer. (F)
8. Combine related ideas using connectors (conjunctions): the results are compound sentences. (F)
9. Combine related ideas using includers: the results are complex sentences. (F)
10. Use relators to show the relationship of one idea to another. (F)

AVAILABLE RESOURCES:

1. *New Directions in English*, 1969, Chapters 9, 10, 11
2. *New Directions in English*, 1973, Chapters 8, 9, 10
3. *Using Good English*, 1961

4. Filmstrips: A-V Center
"Parts of Speech," Troll Associates
"More Parts of Speech," Troll Associates
"More Sentences," Troll Associates
"Using Nouns," #1952
"Using Pronouns," #1953
"Using Adjectives," #1954
"Using Verbs," #1955
"Using Adverbs," #1956
"Using Verbals," #1957
"Using Prepositions, Interjections, and Conjunctions," #1958

HELPFUL ACTIVITIES:

1. Give diagnostic test (Grammar). Refer to Appendix.

2. Read several groups of words, some of which are sentences and some which are only groups of words. Students should listen to decide which are complete sentences (skeleton).

3. How many sentences can the students make from the following list of words?

   and
   boy
   broke
   down
   fell
   from
   his
   home
   leg
   running
   school
   the

4. By using any book, have students find sentences that contain only the NP and the VP.

5. Give each student a number beginning with one. Students with odd numbers provide a NP and the following students with even numbers provide a VP, thus creating a simple sentence: 1 - horse + 2 - ran = horse ran. This can be an oral activity.

6. Begin with a standard sentence and add one modifier (single word or phrase) at a time. New Directions in English, 1969, p. 154.
   Example:
   Cats bite.
   The cats bite.
   The yellow cats bite.
   The yellow cats at my brother's house bite.
   Cats bite sharply.
   Cats bite sharply with their teeth.

   *Other standard sentences which can be used for this activity are as follows:
   Boys run.
   Children play.
   Friend lives.

*7. Select a noun and have each child provide an adjective word or word phrase to describe that noun. Next, select a verb and have each child provide an adverb word or word phrase to describe that verb. These can be done orally or in writing.

8. Have the children read a poem which has several adjectives and adverbs, e.g. "Thoughts of the Sea" by Henry W. Longfellow, p. 31, Aboard the Story Rocket. Note the modifiers used in the poem. Discuss the idea that those modifiers make the poem more descriptive and, thus, more interesting. How did the modifiers influence your thinking as you read? What do modifiers add to one's written composition? What do they add to the things we wear or eat or see?

9. To introduce the concept that there are three basic sentence patterns, have the class work together on the activities in New Directions in English (1969), pp. 150-151; (1973), pp. 122-123.

(Give students the diagnostic test, Basic Sentence Parts, included in the Appendix.)

*10. Use the material and activities on sentence patterns, pp. 154-163 of New Directions in English (1969 and 1973), pp. 122-137. Additional sentences are listed below by patterns.

Pattern 1 - S = NP + VP
a. The plants grow.
b. Our team cheered.
c. The dogs barked.
d. The horses galloped to the barn.
e. The baby in the crib cried loudly.

Pattern 2 - S = NP + VP + O
a. Max opened the cookie jar.
b. I folded my paper.
c. She lost her mittens.
d. Dad built a playhouse in the backyard.
e. Frank hit the ball.

Pattern 3 - S = NP + VP + C
a. She is my friend. (noun completer)
b. Harry was the president. (noun completer)
c. The queen seems gracious. (adjective completer)
d. The chair looks comfortable. (adjective completer)
e. Mary was at the park. (adverb completer)
f. Three new books are on the shelf. (adverb completer)

*11. For follow-up work on the three basic sentence patterns, have students (individually or in groups) detect the differences among the sentences in the "Evaluation" section of the Teacher's Edition of New Directions in English (1969), pp. T-53-54; (1973) T-51-52.

*12. For testing purposes or supplementary activities, refer to "Testing: Chapter 9" in New Directions in English (1969), pp. T-54-56; (1973) Chapter 8: "Testing," pp. T-52-54.

13. Although the terminology might differ from that used in New Directions in English, you will find several grammar activities in Using Good English which could be used to meet the individual needs of students.

14. Begin with a noun and verb of a sentence which requires an object. Have students give various objects to complete the sentence. Sentences with objects illustrate more action (force) than sentences without objects.

    John shot.
    John shot the arrow.
    John shot the bear.

15. The verbs below can all be used with direct objects. Have the students write sentences using each verb with a noun phrase as the direct object.

    painted
    hid
    bought
    heard
    moved
    shattered
    understood
    washed
    taught
    examined

16. Read these ten sentences aloud. Students should listen for the differences between the sentences. They should, after listening, identify the indirect and/or direct object.
    a. Grandmother sent us a telegram.
    b. Water flooded our basement.
    c. Joey bought three goldfish.
    d. Dad bought Joey some guppies.
    e. I lent Mary my best pearls.
    f. We owe Mom a dollar.
    g. Mr. Oberman delivers our mail.
    h. Ben brings us eggs.
    i. I found a dime.
    j. I found Josie a four-leaf clover.

17. The students should write the following noun parts as starters:

    The turtles
    The men
    The canaries
    My classmates
    A president
    The robber

    Now have the students write verbs and direct objects for these starters.

18. To help students identify sentences using direct objects, help them locate both the verb and its direct object in each of the following sentences. Then have them test the verb by pointing out the noun part and verb without including the object. Finally, ask them what question the direct object answers in each instance.
    a. The astronauts chased the shooting star.
    b. Jeff carried the poor, lame dog away from the scene of the accident.
    c. Grendel frightened the superstitious people.

*19. Have students read the poem, "All Day I Hear the Noise of Waters," New Directions in English (1969), p. 327; (1973), p. 319. As a class activity, have them pick out the action verbs in this poem. They can check these verbs by reading the NP and VP and then finding the direct object. Repeat this activity using a longer poem, such as, "The Old Horse in the City," Aboard the Story Rocket, p. 127.

*20. Select a page of information in the science or social studies book. Have students concentrate on looking for sentences involving the linking verb. Ask for volunteers to read the completers for each of the linking verbs and identify it as a noun, an adjective, or an adverb. There might be differences of opinion or identification but these should be resolved.

*21. Give students a list of noun completers and have them provide the noun part and verb part which would help complete the thought. Some examples of noun completers are as follows:
    a. the winner
    b. the saxophone
    c. winter
    d. the library
    e. she and I
    f. a school holiday
    g. a peanut butter sandwich
    h. a large black spider
    i. an interesting story
    j. Sounder

*22. Have the children finish each of the following sentences, first by adding a noun completer, next by adding an adjective completer, and last by adding an adverb completer. The results would be three complete sentences for each example.
    a. These flowers are __________. (e.g. carnations, beautiful, in the garden)
    b. My favorite food is __________. (e.g. steak, green, in the oven)
    c. Pete is __________.
    d. The lost dog was __________.
    e. I am __________.
    f. The object in the box was __________.
    g. Those noisy students were __________.

*23. Have several objects to show to the class, e.g. a shoe. Each student selects one object and writes a three-sentence paragraph about it. If possible, the student should use a variety of sentence patterns in the paragraph. Have students exchange papers, instructing each reader to identify the sentences by patterns.

24. For introductory work on prepositional phrases, have students read the information on prepositions in New Directions in English (1969), p. 169; (1973), p. 144. You might find part of the filmstrip, #1958, "Using Prepositions, Interjections, and Conjunctions" helpful at this time. As a follow-up activity, have the students use each of the prepositions (listed on the pages above) to introduce a prepositional phrase. This would be an excellent oral activity.

25. Have the children write five sentences using one prepositional phrase in each. They should underline the phrases. Ask them to exchange papers and instruct each reader to identify the underlined phrases as either an adjective or an adverb modifier.

*26. Have the children use a prepositional phrase as an adverb completer in the following sentences.
a. The pond was __________.
b. Your lost hat is __________.
c. The twins are __________.
d. I am __________.
e. The black cat is __________.
f. The path is __________.
g. Our friends are __________.
h. Their reserved seats were __________.
i. An urgent message is __________.
j. The snapping turtles were __________.

*27. Read each of the following sentences to the class, asking for volunteers to substitute an appropriate prepositional phrase for each adverb completer.
a. Your coat is there.
b. Mr. Jones is out.
c. The dirt was everywhere.
d. Your portable TV is outside.
e. The bus station was nearby.
f. My house is here.
g. Dr. Kincade's office is upstairs.
h. The dentist is in.

28. With the students, go over the material on misplaced modifiers in New Directions in English (1969), pp. 182-183; (1973), pp. 162-163. As an oral activity, use the sentences on pp. 183-184 (1969) or p. 164 (1973). After this introduction, have students rewrite the following sentences so the meanings are clear.
a. The rhinoceros charged the hunter with a mean look in his eyes.
b. The bookkeeper on the adding machine balanced our accounts.
c. Barking and sliding down the rocks into the water, we spent the day just watching the sea lions.
d. The windows had to be replaced by the building superintendent shattered by the sonic boom.
e. Hidden under the steps, we didn't find the box.
f. Mr. Harrison got some great pictures of a wild gorilla with a new Flickflex camera.

29. After the material of activity 28 has been introduced, it is recommended that the class and the teacher use "Composition: Unit I," New Directions in English (1969), pp. 243-249; (1973) pp. 235-241. Some of the children might enjoy illustrating sentences in which the meaning is unclear, e.g. Sitting on the front porch, the sun set in the west.

30. Using a transparency, show the students the following compound sentences. Have volunteers read the sentences which have been combined and state the connector used. Point out the punctuation in the sentence.
  a. Mary sent me a book, but Tom sent me a baseball.
  b. The bank is closed today, but it will be open Monday.
  c. We must hurry, or we will be late.
  d. The power lines are down, so the lights don't work.
  e. The music has stopped, yet everyone is still singing.

  As a follow-up, write on a transparency each pair of sentences below. Ask for volunteers to give orally the compound sentences they can make by combining the sentences in pairs.
  a. Roger plays the tuba.
     Frank plays the saxophone.
  b. The letter had no stamp.
     Sonja didn't mail it.
  c. Joan enters every contest.
     She's never won a prize.
  d. I asked for a microscope.
     I received a pair of skates.

31. Use the information and some of the activities on combining related ideas in New Directions in English (1969) pp. 187-191; (1973), pp. 168-173. As a follow-up, have the students use the connectors and, but, or or so to write sentences with the compound elements listed below.

  two names in the subject (e.g. John and Bill ran to the store.)
  two verbs in the predicate
  two full sentences connected with and
  two full sentences connected with but
  two full sentences connected with or

*32. As another oral activity on connectors, place the following sentences on a transparency or ditto and have the students decide which of the two connectors makes better sense.
  a. Tom throws sticks, (and, or) my dog catches them.
  b. The little girl was crying, (for, yet) she had lost her mother.
  c. My parents have brown eyes, (but, so) my eyes are green.
  d. Father was asleep, (but, so) we played quietly.
  e. Cindy won second prize, (or, yet) she was unhappy.
  f. The weather was hot, (for, so) mother made lemonade.
  g. I may forget a person's name, (but, and) I always remember his face.
  h. I need some new shoes, (for, and) my old ones are too tight.
  i. You should go to bed now, (so, or) you will be tired.

*33. Have the students combine the following sentences below by using a connector.

a. John likes pistachio ice cream.
His sister prefers maple nut.
b. Ethan washed the car.
Henry waxed it.
c. I would like to go with you.
I have to study for a test.
d. We must hurry.
We will miss the train.
e. The ice was hard.
We decided to go skating.

34. Use the information and some of the activities on the "including connector" or "includer" in New Directions in English (1969), pp. 194-197; (1973), pp. 172-187.

35. Have students study the following list of includers. They should test each one in the blank in the sentence that follows.

when
after
before
whenever
since
as
if
as if
because
until
while
just as
where
unless
although

Roy got up ____________________ the alarm clock rang.

*36. Have students combine each pair of sentences below using an includer:

a. Alice held the puppy. (while)
Ethel washed it.
b. You must use the stairs. (because)
The elevator is broken.
c. I will wait for you. (where)
The two roads meet.
d. We liked the house. (although)
It was old and rickety.
e. The sea flooded the village. (after)
The dike broke.
f. The animals growled hungrily. (as)
The keeper threw them raw meat.
g. I'll lend you a quarter. (if)
You'll pay me back tomorrow.
h. The turtle went into his shell. (whenever)
He saw us coming.

*37. Have the students change each sentence below using a different includer to express a different meaning.
   a. The children came indoors after it got dark. e.g. The children came indoors because it got dark.
   b. I won't finish this jigsaw puzzle until you help me.
   c. We ate our supper before we went swimming.
   d. I will visit you next summer when I come to New York.
   e. The boat began to leak after we reached the middle of the lake.

*38. To determine if students understand how an includer combines ideas, have them combine each of the following pairs of sentences in two different ways, using the two includers indicated in the parentheses.
   a. Everyone cheered. Mother announced dinner.
      (when, because)
   b. We couldn't go skating. The ice was too thin.
      (because, where)
   c. Dad read to the children. They went to sleep.
      (until, whenever)
   d. I won't finish this jigsaw puzzle. You help me.
      (until, unless)
   e. I will visit you next summer. I come to New York.
      (if, when)
   f. The boat began to leak. We reached the center of the lake.
      (as, after)

Some children might suggest other includers which could be used with the sentences above. In addition, ask students to explain the change in meaning caused by the change in includer.

39. To meet the individual needs of some children in the various areas of conjunctions, refer to the material and activities in Using Good English, pp. 293-297.

40. Use the information and some of the activities in New Directions in English (1969), pp. 197-200; (1973), pp. 177-181, to introduce the "relator" ("adjective including sentence" in 1973 edition).

*41. Combine each of the following sentences with a relator.
   a. The stewardess checked the tickets.
      The stewardess directed me to a seat.
      (The stewardess who checked the tickets directed me to a seat.)
   b. The doughnuts were on the table.
      The doughnuts have disappeared.
      (The doughnuts which were on the table have disappeared.)
   c. The fog settled over the city.
      The fog delayed all traffic.
      (The fog which settled over the city delayed all traffic.)
   d. The man owns that boat.
      The man is a deep-sea fisherman.
      (The man who owns that boat is a deep-sea fisherman.)

42. Have the students study the following sentences to see if they can discover a difference in the relator being used.
    a. A critic saw the play.
       A critic praised the actors.
       A critic (who or that) saw the play praised the actors.
    b. The vase was on the table.
       The vase crashed to the floor.
       The vase (which) was on the table crashed to the floor.

*43. Write the following pairs of sentences on the board or overhead and work together with the class deciding which relator makes more sense in the sentence.
    a. The boy (who, that) delivers our paper is always late.
    b. A nurse (who, that) worked in the clinic was the first to arrive.
    c. That senator (who, that) spoke at our rally was re-elected.
    d. The girls (who, that) were riding on the float were cheerleaders.

*44. For practice in writing compound sentences, have the children work on some of the activities given in Unit 5: "Joined Together" of the Composition section of New Directions in English (1969), pp. 270-276; (1973), pp. 262-268.

*45. For practice in writing complex sentences, have the children work on some of the activities given in Unit 6: "A Matter of Importance" of the Composition section of New Directions in English (1969), pp. 277-282; (1973) 269-274.

46. After completing the section on sentence parts, students could be asked to write five sentences. Divide the class by rows, or boys against girls. Two students go to the board. Two students on opposing teams give the ones at the board a sentence which they must write correctly (spelling, punctuation, etc.). The students at the board or two others on their team must identify each word as a part of speech in the sentence. Give points for each correct answer. Students who gave the sentence do the correcting.

CONCEPT: Language has a variety of structures.

AIMS:

1. To comprehend the cultures and heritages of our nation. (M)
2. To recognize the relationship between reality and imagination as parts of the same world. (M)
3. To share an enjoyable experience.
4. To visualize one's self as an author as well as a reader. (M)
5. To develop a recognition of beauty unnoticed in common things. (M)
6. To learn about one's self by identifying with various characters. (M)
7. To appreciate the writing of others. (M)
8. To understand that legends have preserved a story which archeologists have proven historical. (M)
9. To appreciate the beauty, the imaginative quality, and entertainment value of myths. (M)
10. To appreciate literature in a variety of forms. (M)

AVAILABLE RESOURCES:

1. *New Directions in English*, 1969
2. *New Directions in English*, 1973
3. *Aboard the Story Rocket*, 1960
4. *Adventure Lands*, 1960
5. *Widening Horizons*, 1957
6. *Arbuthnot Anthology*, 1961
7. *Wishes, Lies, and Dreams*, 1970
8. *Slithery Snakes and Other Aids to Children's Writing*, 1967
9. Filmstrip #2886: "Tom Sawyer"

FAIRY TALES - FANTASY

AVAILABLE RESOURCES:

1. Adventure Lands, 1960
    a. "Ali Baba and the Forty Thieves," pp. 92-106
    b. "Nail Soup," pp. 66-69
    c. "The Emperor's New Clothes," pp. 81-88

2. Aboard the Story Rocket, 1960
    a. "The Fisherman and the Genie," pp. 128-132
    b. "The Spaceman at the Jamboree," pp. 133-145

3. The Arabian Nights, Andrew Lang, Library

4. Cassettes - (A-V Center)
    a. "The Ugly Duckling," Hans C. Anderson, and "The Real Princess," Spoken Arts Cassettes
    b. "Cinderella and the Little Glass Slipper," Spoken Arts Cassettes

HELPFUL ACTIVITIES:

1. Have students make a movie roll. For directions, see Adventure Lands, T.E., p. 21.

*2. Students should choose one incident from a story and make their own illustrations.

3. Divide the class into groups. Each group should make their own suspenseful story.

*4. After reading, "The Spaceman at the Jamboree," have the students make up another adventure for Marty and Eddie.

*5. Divide the class into small groups. Let each group decide on a favorite fairy tale and present as a pantomime to the class.

6. After reading the above stories, and discussing the story plot, children may enjoy acting out and adlibbing the story. Perhaps they could carry the literature into art by drawing or making shadow boxes. (Verna Wollin, Elton Hills)

AVAILABLE RESOURCES:

1. Adventure Lands, 1960
    - a. "Pecos Bill and the Cyclone," pp. 70-80
    - b. "The Pudding that Broke Up the Preaching," pp. 107-112
2. Aboard the Story Rocket, 1960
    - a. "The Eight Kwartjes," pp. 261-270
    - b. "The Nightengale," pp. 168-178
3. Widening Horizons, 1957
    - a. "Wonderful Pear Tree," pp. 186-195
    - b. "Something for Nothing," pp. 196-205
4. New Directions in English, 1969
    - a. "The Story of Chanticleer," pp. 87-92
    - b. "The Men Who Wanted to Kill Death," pp. 93-98
    - c. "The Appointment," pp. 108-110
5. Cassettes and Filmstrips - A-V Center
    - a. "Hans Brinker or the Silver Skates," #2548
    - b. "Proverbs and Maxims," #1801
    - c. "Adventures of Paul Bunyan" (Am. Folktale)
6. Cassette: #758 "Rip Van Winkle," Spoken Arts Cassettes
7. Records and Filmstrips: A-V Center
   Children's Folktale Series 4
    - a. "The Nightengale," (Chinese)
    - b. "Drakestail," (French)
    - c. "The Half Chick," (Spanish)
    - d. "The One Who Wasn't Afraid," (Russian)
    - e. "The Enchanted Mule," (South American)
    - f. "Why Monkeys Live in Trees," (African)

   These may be ordered for 2 weeks
8. Records and Filmstrips: A-V Center
   Children's Folktales - Series 5
    - a. "The Leaves of Autumn" - Oneida
    - b. "The Robin's Red Breast" - Iroquois
    - c. "The Coming of Corn" - Ojibway
    - d. "Why the Loon Calls" - Micmac
    - e. "The Coming of the Sun" - Inca
    - f. "The Sleeping Princess" - Aztec

   These may be ordered for 2 weeks
9. Library:
    - a. American Indian Fairy Tales, Margaret Compton
    - b. Kings Drum and Other African Stories, Harold Courlander
    - c. Fools and Funny Fellows, Phyllis Fenner
    - d. The Upstairs Room, Johanna Reiss
    - e. Favorite Fairy Tales Told In - - - (Series), Virginia Haviland
    - f. The Rainbow Book of American Folktales and Legends, Maria Leach
    - g. Pepper and Salt, Howard Pyle

FOLK TALES

HELPFUL ACTIVITIES:

1. Have the students present an impromptu dramatization of one of the stories.

2. Encourage students to look up more stories about Pecos Bill and other American folk heroes and share with the class. Refer to the concept, "Language helps us to understand self, others, and our world."

3. Any students who have visited either the Grand Canyon or Death Valley may enjoy showing pictures of it or telling about it.

4. "The Wonderful Pear Tree" is an excellent example of a story within a story using a single quotation mark within double quotation marks. Have children look through library books to find stories that use this marking. Refer to section on "Language has certain mechanical conventions."

5. After using activity #4, have the students try writing a story of their own using two kinds of quotation marks. Perhaps they have a story their grandparents have told and handed down to their children.

6. Suggest that the students think and write about something they could do or give to someone that costs them little or nithing, e.g. a thank-you note, a flower, a favorite toy.

7. After reading, "The Nightingale," have the students share something they feel is beautiful; musical selection, picture of nature, etc. A discussion might be held concerning the various perspectives of beauty. (Refer to concept, "Language helps us to understand self, others, and our world.")

8. Have the students make up a story the Nightingale might tell the Emperor.

9. Have the student paint a picture of something they find to be beautiful. Consider color, shape, and texture.

10. The students might enjoy looking up fairy tales from several foreign countries. Share these within the class. Encourage use of card catalogue.

AVAILABLE RESOURCES:

1. Adventure Lands, 1960
   "The Shooting Match at Nottingham Town," pp. 2090220

2. Aboard the Story Rocket, 1960
   a. "Arthur the King," pp. 196-208
   b. "The Trojan Horse," pp. 148-151
   c. "Thor and the Giants," pp. 189-192

3. New Directions in English, 1969
   "The Meaning of Myths Today," pp. 250-251

4. Library
   a. Children of Odin by Padraic Colum
   b. Greek and Roman Myths by Sally Benson
   c. Golden Treasury of Myths and Legends by Anne White
   d. The Way of Danger, Ian Serraillier
   e. Norse Gods and Giants, Ingri Aulaire
   f. The Little Juggler, Barbara Cooney
   g. Myths and Legends of the Greeks, N. A. Sissons
   h. Myths and Legends of Many Lands, N. A. Sissons

HELPFUL ACTIVITIES:

*1. Some of the students might enjoy writing up the shooting match ("The Shooting Match at Nottingham Town") as a modern sports event. Or one of the students might like to do a radio broadcast as if he were there.

2. Some of the students might like to make a series of the picturesque costumes - knights, dames, burghers and their wives.

3. "Arthur the King," and "Thor and the Giants," provide excellent opportunities for student performance in a play.

4. Members of the class might like to turn a story into a creative dramatic activity by having the cast give original speeches.

5. Some students may enjoy being a television announcer. Have them describe one scene that takes place in the days of the Trojan horse.

*6. Students may write a legend based on a modern-day character. Examples: Joe Namath, Johnny Bench, Tony Oliva, Billy Jean King, Olga Corbit, Janet Lynn, Chris Evert

7. Students interested in astronomy might relate the myths to the supernatural and early study of astronomy.

*8. Have students write a brief legend explaining something in nature.

FABLES

AVAILABLE RESOURCES:

1. Aboard the Story Rocket, 1960
   "Why Rabbits Have No Tails," pp. 122-125

2. New Directions in English, 1969
   "Another Idea," pp. 255-256

3. Widening Horizons, 1957
   "The Lark and Her Young Ones," pp. 182-185

4. Aesop's Fables, Library
   a. "The Lark and Her Young Ones"
   b. "The Fox and the Grapes"

5. Cassettes (A-V Center)
   #772 "Aesop's Fables," Spoken Arts Library

6. Filmstrips and Records (A-V Center)
   Children's Folktales - Series 2
   Aesop's Fables (3 fables are included in each filmstrip and record. There are 6 filmstrips in the series.)
   These may be ordered for 2 weeks.

HELPFUL ACTIVITIES:

1. Students could find other American Indian legends. Perhaps this could be related to the study of Minnesota.

2. Write a fable as a class project and discuss the moral developed.

*3. Have each student write their own fable. Read them to the class and see if they can decide the moral of the fable.

4. In fables, animals portray incidents characteristic of people. They are short and they have moral purpose. After reading, "The Lark and Her Young Ones," discuss with the class how we can decide whether we can depend on someone else to help us. Have a panel discussion on whether it is easier to do things yourself or have help from someone.

5. After students have read the modern fable in New Directions in English, (1969), p. 255, let them discuss ways they would end the story. Divide the class into four or five groups and have each group write their own ending.

*6. Use ideas given in New Directions in English (1969), p. 256, for an original modern fable.

AVAILABLE RESOURCES:

1. Adventure Lands, 1960
   a. "The Girl Who Discovered a Comet," pp. 400-405
   b. "The Greatest Balloon Voyage Ever Made," pp. 406-414
   c. "The Fighting Blacksmith," pp. 415-421

2. Aboard the Story Rocket, 1960
   a. "Ted Lincoln and the Goat," pp. 273-284
   b. "Inventor," pp. 285-299
   c. "The Alamo," pp. 301-311
   d. "Concord Hymn," pp. 312-313
   e. "Boston Patriot," pp. 314-324

3. Widening Horizons, 1957
   a. "Gold Helps Those," pp. 234-242
   b. "The Music Makers," pp. 225-233
   c. "Out of the Shadows,: pp. 254-266
   d. "Land That I Love," pp. 268-275

4. New Directions in English, (1969), pp. 277-278; (1973), pp. 269-271
   Unit 6 - "A Matter of Importance"

HELPFUL ACTIVITIES:

1. After the children have read the story "The Girl Who Discovered a Comet," Adventure Lands, have students make a star map for the season. Duplicate and give to all members of the class. Using the map and a flashlight, students might star-gaze on a clear night and report observations to the class.

2. Some students might like to try to construct, and demonstrate, a homemade telescope.

3. After students have read "The Greatest Balloon Voyage Ever," some may like to trace the balloon trip on a map of the United States.

4. Have the entire class cooperate in making a mobile that would represent the Atlantic, her passengers, and adventures.

5. After reading "The Fighting Blacksmith," have several do some research to locate a map of the Republic of Texas and compare it with Texas today.

6. Have students read biographies correlating with any school subjects.

7. Have students print famous quotations on paper and have them placed about the room for the day or week.

*8. Students may like to write a letter from Tad Lincoln to Miss Sophia after Tad arrived in Washington.

9. Have children illustrate Lincoln's hat after Mrs. Lincoln sat on it.

*10. Have the class do a newspaper. One person could be the editor, several could be the feature writers, and several could write news stories. Refer to section, "Language is Communication."

11. Anyone interested in experiments or science could find more information on the scientific principles involved in Franklin's experiments.

12. Have students write a brief story based on some part of "Boston Patriot."

13. Some students may wish to find out more about conservation. The report could include methods of conservation and methods of conserving soil and rainfall. Pupils who have visited national forests or national parks may wish to give an illustrated talk on the beauty of the scenery or on the wildlife they saw.

*14. Suggest the following names for further research:
    a. Mary McLeod Bethune
    b. Booker T. Washington
    c. George Washington Carver
    d. Crazy Horse
    Relate this exercise to your Minority Unit.

15. Invite a resource person to speak to the class about the Braille system. Have students bring examples of Braille writing. Students may enjoy learning several words or letters in Braille, or reading to a blind person.

16. Plan a patriotic program, including songs, poems, choral readings, and perhaps even a play.

17. New Directions in English gives an excellent biographical background on Abraham Lincoln. Go over the material with the students to stimulate interest in reading.

AVAILABLE RESOURCES:

1. Adventure Lands, 1960
   - a. "The Doughnuts," pp. 350-360
   - b. "Kit Carson and the General," pp. 256-265
   - c. "Wolves on Silver Lake," pp. 246-255
   - d. "The Big Green Umbrella," pp. 8-21

2. Aboard the Story Rocket, 1960
   - a. "Spaceman at the Jamboree," pp. 133-145
   - b. "The Royal Greens," pp. 18-29
   - c. "Hawaiian Mystery," pp. 32-52
   - d. "Storm on the Mountain," pp. 54-72

3. Cassette - Filmstrips: (A-V Center)
   - a. "Kidnapped," #2574
   - b. "Twenty Thousand Leagues Under the Sea," #2546
   - c. "Three Famous Stories Retold," #1808
   - d. "Tom Sawyer," #2886
   - e. "Captain Courageous" #2549

4. Library:
   - a. High King, Lloyd Alexander
   - b. Witches Daughter, Nina Bawden
   - c. Marguerite Henry Series
   - d. Summer of the Swans, B. Byars
   - e. Katie John, Mary Calhoun
   - f. Dead End School, Robert Coles
   - g. Island on the Border, Trella Dick
   - h. Harriet the Spy, Louise Fitzhugh

HELPFUL ACTIVITIES:

1. The class may become interested in making a collection of spoonerisms (e.g. "our queer old dean" for "our dear old queen"). Students who have never paid much attention to words before may suddenly show an interest. Select examples of this from the story, "The Doughnuts."

2. Students might enjoy giving a report on one of the following:
   - a. Santa Fe Trail
   - b. Mountain men
   - c. Apaches

   Slides, photographs, or post cards of the region may be available from some students.

*3. Children who have read any of the books by Laura I. Wilder may like to share some of the events that take place in her books with the class.

4. Have students dramatize the story, "The Big Green Umbrella," in four scenes.

5. Have students make up another adventure for Marty and Eddie. Have them use dialogue. Refer to "Language has mechanical conventions."

*6. Have students write a feature article for the newspaper about the Hobgoblin in "The Royal Greens."

7. Students interested in radio or television announcing might describe the events that take place when Umi was reunited with his father in "Hawaiian Mystery."

8. Have several students do a report on Hawaii's history. Play a recording of Hawaiian music. Perhaps someone has visited Hawaii and can demonstrate the hula.

*9. After reading "Storm on the Mountain," have students pretend they are Larry Hemingway. Write a letter to your father telling him about the accident and about the people you have met.

AVAILABLE RESOURCES:

1. Adventure Lands, 1960
    a. "The Young Calves," p. 229
    b. "A Lone Dog," p. 243
    c. "I Meant To Do My Work," p. 244
    d. "If I Was a One Legged Pirate," pp. 222-223
    e. "This Is My Rock," p. 230
    f. "I Hear America Singing," p. 241
    g. "Arrow and the Song," p. 239
    h. "He Thought He Saw," p. 227

2. Aboard the Story Rocket, 1960
    a. "The Dog Has Gone Hunting," p. 110
    b. "Follow the Gleam," p. 30 (choral reading)
    c. "Home Thoughts from Abroad," p. 248
    d. "A Peck of Gold," p. 235

3. The Arbuthnot Anthology of Children's Literature
    Select a variety of poems.

HELPFUL ACTIVITIES:

1. Have students select a topic and use several books to find poems about it and write them on paper. Encourage students to select poems of a variety of lengths and writing styles.

*2. Select one poem that has three or four verses to it, that can easily be illustrated. Use either one verse and illustration on a page or use a single line and illustration on a page.

*3. Children might like to make their own book of poems.

4. Have the children write poems and make up a class booklet.

5. Have the class select a poem to do as a choral reading. Some students may enjoy getting together in a group of five or ten to do a choral reading.

BOOKS TO READ TO/FOR CHILDREN - 6th GRADE

1. Sounder, W. H. Armstrong
2. Deenie, Judy Blume
3. White Water Still Water, Allen J. Bosworth
4. Why Me, John Branfield
5. The Mad Scientists Club, Bertrand R. Brinley
6. Light a Single Candle, Beverly Butler
7. The Incredible Deborah, Cora Cheney
8. Pool or Fire and Others, John Christopher
9. Helen Keller's Teacher, Mickie Davidson
10. The Great Brain at the Academy, John D. Fitzgerald
11. Johnny Tremain, Esther Forbest
12. Crazy Horse, Shannon Garst
13. My Side of the Mountain, Jean George
14. Helen Keller, Stewart and Polly Graff
15. Across Five Aprils, Irene Hunt
16. Up A Road Slowly, Irene Hunt
17. Year of the Raccoon, Lee Kingman
18. From the Mixed-Up Files of Mrs. Basil Frankweiler, E. Konigsburg
19. A Wrinkle In Time, Madeleine, L'Engle
20. Home From Far, Jean Little
21. Rascal, Sterling North
22. Lilian, Gunilla Norris
23. Johnny/Bingo, Browning Norton
24. Silver Chief, Jack O'Brien
25. Silver Chief's Revenge, Jack O'Brien
26. Rupert Piper Series, Ethelyn Parkinson
27. Henry Reed's Babysitting Service, Keith Robertson
28. Peter and Veronica, Marilyn Sachs
29. Hang Tough Paul Mather, Alfred Slote
30. My Father the Coach, Alfred Slote
31. Call It Courage, Sperry Armstrong
32. Perilous Road, William Steele
33. Adventures of Tom Sawyer, Mark Twain
34. Adventures of Huckelberry Finn, Mark Twain
35. The Summer I Was Lost (Terror on the Mountain), Philip Vierieck
36. Cave of Danger, Bryce Walton
37. Trumpet of the Swan, E. B. White
38. The Loner, Ester Wier
39. West From Home, Laura I. Wilder
40. Swiss Family Robinson, Johann Wyss

HELPFUL ACTIVITIES: (NOTE: The following activities may be used as final activities for the literature section.)

*1. A dramatization or puppet show of one of their favorite stories.

*2. Outstanding art work can be done as a part of creative expression.

*3. A quiz show or a panel of experts could be chosen by the class and the rest of the class could ask them questions.

*4. Have students make a display of original stories and poems.

*5. An original dance or pantomime might develop as a result of having read a story.

6. For all sections of literature, be sure to check The Arbuthnot Anthology of Children's Literature.

7. Encourage students to find and read Newbery Award winning books. Filmstrips and records are available from the library office in the Educational Services Building.

CONCEPT: Language has a variety of structures.

SKILLS:
1. Recognize the importance of well-constructed sentences.
2. Use of the three sentence patterns.
3. Vary the beginnings of sentences.
4. Expand sentences through the use of connectors, includers, and relators.
5. Choose the right words to express ideas clearly.
6. Write a good topic sentence and effectively place it in a paragraph.
7. Develop a paragraph from a topic sentence.
8. Realize that a good paragraph contains ideas which fit together smoothly in such a way as to show their relationship to each other.
9. Recognize and use the various forms of newswriting: news story, editorials, feature story, and letter to the editor.

AVAILABLE RESOURCES:
1. New Directions in English (1969), Composition Units 1-9 and Chapters 5 and 7.
2. New Directions in English (1973), Composition Units 1-9 and Chapters 5 and 6.
3. Using Good English (1961), pp. 78-83, 130-134
4. The students' own compositions.

HELPFUL ACTIVITIES:
1. Refer to the grammar section of the concept "Language has a variety of structures." There are several activities listed there regarding construction of sentences using the three basic patterns.
2. Use the activity in New Directions in English (1969), pp. 270-272; (1973), pp. 262-264. Be sure to refer to the "Approach" section for help in handling this activity.

*As a follow-up, have the students organize and write a paragraph on a topic which involves some physical discomfort. For an example, refer to New Directions in English (1969), pp. 272-273; (1973), pp. 264-265.

*3. For practice in combining sentences in paragraphs using connectors, have students read the composition in New Directions in English (1969), p. 275; (1973), p. 267. Ask for volunteers to reconstruct the three paragraphs showing the use of connectors. This can be done orally or in writing.

*4. Have students work out the activity under "Anotner Idea," New Directions in English (1969), p. 276; (1973), p. 268.

5. Have students read the excerpt from Carl Sandburg's "Abe Lincoln Grows Up," New Directions in English (1969), p. 277; (1973), p. 269. It is suggested that this literature selection be used for work on complex sentences. It can also be used to encourage students to become readers of good literature.

Together with the children, go over the material on pp. 278-279 (1969); pp. 270-271 (1973). If includers and relators have been taught, a review of them might be necessary. Refer to the activities in the grammar section of the concept "Language has a variety of structures." As a part of that review, have students do the activity on pp. 279-280 (1969); pp. 271-272 (1973).

*6. Ask the students to do the activity at the bottom of p. 280 (1969); p. 272 (1973) in New Directions in English. Ask for three volunteers after the writing has been completed by all students. One volunteer will read the paragraph using the first includers; another will read the second. The third volunteer will attempt to point out to the class the differences between the two paragraphs. A follow-up activity is given in the "Extension" section on that page.

*7. Divide your class into three groups. Assign a paragraph from New Directions in English, p. 281 (1969); p. 273 (1973) to each group. Perhaps one person in each group could act as recorder. Each group should rewrite their paragraph, using includers and relators wherever possible, so the best paragraph is the result. Have the recorder write the group's completed copy on a transparency to share with the class. Discuss any possible changes suggested by the class; however, provide time for the group to defend their choice and make the final decision. After each group has presented their paragraph, ditto a copy of the three paragraphs to give to each student. Have each student write at least two more paragraphs to complete the story. Have students share these with others in the class.

8. Use the information and activities in "Composition: Unit 1," New Directions in English (1969), pp. 243-249; (1973), pp. 235-241. These activities will help students to clarify their thoughts and ideas in sentences and paragraphs.

9. For help in using specific nouns and details in sentences and paragraphs, refer to the information and activities in "Composition: Unit 2," New Directions in English (1969), pp. 250-256; (1973), pp. 242-248.

10. For help in using precise and effective verbs, use the information and activities in "Composition: Unit 3," New Directions in English (1969), pp. 257-262; (1973), pp. 249-254.

*11. Have students bring to class the sports section of a newspaper. Give them time to read a report of a recent sports event. Encourage students to underline the verbs used in the report. After this has been completed, ask for several volunteers to list on the board several of the verbs used in the selections. Discuss how some of these verbs have added meaning to the sentences. (Note: It is possible to obtain enough copies of a previous edition of the Rochester Post-Bulletin by calling their office.)

*12. Have students cut out advertisements from newspapers and magazines that use forceful verbs to convey their message. Suggest that they underline these verbs and have them discuss how these verbs add to the meaning of the advertisements. Encourage students to share some examples of TV commercials which use forceful verbs effectively.

13. Use the information and activities on using modifiers in "Composition: Unit 4," New Directions in English (1969), pp. 263-269; (1973), pp. 255-261. An excellent activity in this unit is found at the top of p. 266 (1969); p. 258 (1973).

14. To introduce the topic sentence, use the information and activities in New Directions in English (1969), pp. 114-117; (1973), pp. 88-91. After discussing this material, have students turn to the excerpt from Carl Sandburg's "Abe Lincoln Grows Up" on p. 277 (1969); p. 269 (1973), and tell which is the topic sentence. Other appropriate literature selections or parts of selections can be used as a follow-up activity on the topic sentence.

15. Use the activities in "Composition: Unit 8," New Directions in English (1969), pp. 290-296; (1973), pp. 282-288, for practice in developing paragraphs from topic sentences.

*16. Divide the class into four groups. Using the two poorly organized paragraphs in New Directions in English (1969), p. 295; (1973), p. 287, have two groups work on the first paragraph and two groups on the second. Refer to the explicit directions on what each group is to do with the assigned paragraph given on the preceding page.

17. For practice in the most effective placement of the topic sentence in a paragraph, use the activities in "Composition: Unit 9," New Directions in English (1969), pp. 297-303; (1973), pp. 289-295.

*18. As an activity on the logical order of ideas in a paragraph, have students bring a comic strip to class. The frames should be cut apart and numbered on the back so original order is not lost. Students exchange comic strips and try to arrange the frames in logical order without referring to the numbers on the back. They may check the numbers after they have decided on the order. If their order does not correspond with the original, students should try to discover what went wrong.

19. "Composition: Unit 7," New Directions in English (1969), pp. 283-289; (1973), pp. 275-281, gives four steps in writing a paragraph and activities which involve those steps.
    a. Select a subject.
    b. Decide what the subject means to you.
    c. Write five questions about the subject to help you plan your topic.
    d. Answer the questions by writing sentences that contain specific details.

    It is suggested that children be assigned the activity under the section "Write Down Your Ideas," New Directions in English (1969), pp. 285-287; (1973), pp. 277-279.

*20. Have students choose one of the topics listed below. Ask them to write a good paragraph making use of the material that has been studied about paragraph writing.
    a. a storm
    b. a game
    c. an interesting ride

21. To introduce the five W's of a news story: who, what, when, where, and why, use the information and the activity in New Directions in English (1969) and 1973), pp. 68-69.

    As a follow-up activity, have students select three short news stories and identify the five W's in each story. (Note: It is possible to obtain enough copies of a previous edition of the Rochester Post-Bulletin by calling their office.)

22. To introduce the idea that a news story should contain facts, use the information in New Directions in English (1969 and 1973), p. 69. Discuss the terms "facts" and "opinions." Have students select three short news stories and discuss whether or not the reporters have relied mainly on facts. If you have used activity #21, the same three news stories can be used for this activity.

23. Use the information and activities on writing news stories and headlines in New Directions in English (1969 and 1973), pp. 70-73. Refer to the "Approach" sections on those pages for help in these areas.

    *In addition, the "Extension" sections give valuable follow-up activities on writing news stories and headlines.

24. Use the information and activities on writing editorials and slanted headlines in New Directions in English (1969 and 1973), pp. 75-77. If a particular issue of a newspaper is available for each student, it would be worthwhile to have the students look at several examples of editorials, including those on the sports page. In addition, have the children scan the pages of that paper for examples of slanted headlines. When some are found, ask the discoverers to write them on the board for discussion.

25. The feature story is another type of newswriting. Use the information and activities in New Directions in English (1969 and 1973), pp. 77-79.

    *As a follow-up activity, have students scan a particular issue of a newspaper for feature stories. If some short ones are found, have volunteers read them aloud.

*26. If you want students to see the differences between a news story, a feature story, and an editorial, have them work out the activities in New Directions in English (1969 and 1973), p. 81.

27. One form of writing that appears in newspapers is the letter to the editor. To inform the students and give them practice in this area, use the material and activities in New Directions in English (1969 and 1973), pp. 82-83. Have each student write a letter to the editor of the Post Bulletin over a two week period. The short letters could include a variety of topics.

*28. Additional activities on newswriting are given in the Teacher's Edition of New Directions in English (1969), pp. T-40-41; (1973), pp. T-42-44.

29. Have students get involved in newspaper publication. This can be correlated with social studies. Assign students certain jobs such as reporters, illustrators, advertisers, editors, copyreaders. The information written up is placed on dittos to be run off. The copies are assembled and given to each student. This activity should be done only after studying about newswriting.

Teachers should select and develop activities and materials which meet the needs and interests of children and should not attempt "to cover everything" within each concept.

CAPITALIZATION

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize:

1. the word I. (M)
2. the first word in a sentence. (M)
3. one and two-word story titles. (M)
4. the first, last, and all important words of a title. (M)
5. the first word in the greeting and closing of a letter. (M)
6. the first word of a direct quotation. (M)

AVAILABLE RESOURCES:

1. New Directions in English, 1969, p. 232
2. New Directions in English, 1973, pp. 208-211
3. Using Good English, 1961, pp. 44, 135-138, 147
4. Language Push-Ups, Level F, T.E.

HELPFUL ACTIVITIES: Diagnostic test (capitalization and punctuation), answer key, and a chart are included in the Appendix. Give each child a chart to keep in his writing folder. This is a quick easy reference for each child.

1. Students should think of three or four books they have enjoyed reading. They can write the names of the authors, if they wish, and the titles of the books. All the books may be about one topic, or students may make a list of books of different topics. Students should check for correct capitalization. You may want to extend this activity by having students illustrate the list by making a picture for one book on the list.
2. Have students examine the bibliographies made by their classmates and select some titles of books to read.

3. Have students bring in newspaper articles. Write some of the headlines on the board or overhead. Discuss where capital letters are used in each headline. Do the same with magazines. Check to see if there is a consistent pattern of using capitalization within the various publications. (Indicate the need for quotation marks.)

*4. Read aloud several titles of poems, stories, and books. Students should listen attentively and then write the titles on their paper, using correct capitalization. (You may want to choose titles of poems they have written previously, or of poems they may read.)

5. Using the models of letters as found on pp. 227 and 348 of Using Good English, point out the capitalization patterns in the greeting and closing. Have students supply various words that may be used for the greeting and closing. You may want to have students write them on the board and check for correct capitalization.

*6. Have the students use capitalization skills in a short friendly and/or business letter. Refer to Appendix for friendly and business letter forms.

7. Read several direct quotations aloud. Have students repeat the part of the sentence that is quoted and indicate which word should be capitalized.

*8. Divide the class into two groups. Have one group write down any three questions they might ask someone. Have the other group write down three answers they might give to someone's question. Now have the children get together with a partner from the opposite group. Write the question and answer as direct quotations, as in the following:

   Bill asked, "What time is the game?"
   John replied, "It's windy outside."

CONCEPT: Language has certain mechanical conventions.

SKILLS: Capitalize:

1. days of the week, name titles, and streets. (M)
2. names of schools, cities, states, months, and holidays. (M)
3. names of buildings, parks, companies, sacred books, and religions. (F)
4. words used in place of names. (F)
5. names of races of people, nationalities, and languages. (F)
6. names of ships, planes, trains, geographical features, and words used to designate a particular area. (F)

AVAILABLE RESOURCES:

1. New Directions in English, 1969, p. 232
2. New Directions in English, 1973, pp. 208-211
3. Using Good English, 1961, pp. 60-61, 77, 190, 357
4. Language Push-Ups, Level F, T.E.

HELPFUL ACTIVITIES:

1. Place a small chart arrangement on the board. Indicate the answers to be supplied. The students could give two, three, or more examples.
   a. The name of day of the week: (Monday, Thursday, etc.)
      The title of a person: (Mr. Johnson, Dr. Larry Meyers, etc.)
      The name of a street: (Lincoln Street, Lexington Avenue, etc.)
   b. The name of a school: (Franklin School, Jefferson School, University of Minnesota, etc.)
      The name of a city: (Minneapolis, Rochester, etc.)
      The name of a state: (Minnesota, Hawaii, etc.)
      The name of a month: (February, March, etc.)
      The name of a holiday: (Christmas, Easter, etc.)

2. Have students write proper nouns that name the following:
   a. an aunt (Aunt Jane)
   b. a lake (Leech Lake)
   c. a mayor (Mayor Smekta)
   d. a college (St. Thomas)
   e. a state capital (St. Paul)
   f. a bridge (Golden Gate Bridge)
   g. a club (Elks Club)
   h. a cat (Siamese)
   i. a building (Coffman Building)
   j. a famous person (William Mayo)

3. Correlate capitalization with the section on business and friendly letters. Send actual letters whenever possible.

*4. Give students a copy of the following paragraph, or write it on the board or overhead. Each student should rewrite the paragraph using capital letters where necessary. After they have completed the capitalization activity, have them go on to complete their own version of "The Mr. Lee Mustardy History Mystery."

> at the chief joseph school on custer street, all of us study american history with mr. lee. but on tuesday somebody put mustard all over my copy of united states history. so when my english teacher, mrs. hendrix, asked us to write a story, i wrote "the mr. lee mustardy history mystery."

> (At the Chief Joseph School on Custer Street all of us study American history with Mr. Lee. But on Tuesday somebody put mustard all over my copy of United States History. So when my English teacher, Mrs. Hendrix, asked us to write a story, I wrote "The Mr. Lee Mustardy History Mystery.")

5. Read orally from a list similar to the one below. Students listen and then explain if and why each word is capitalized. In some cases students may need to explain circumstances when the word would be capitalized and when it would not be capitalized. (Students should assume that these words are to be used in the middle of a sentence.)

a. question
b. Mother (mother)
c. Brother (brother)
d. Silver Lake Park
e. Highway Shell
f. Tuesday
g. Father (father)
h. Thanksgiving
i. Cascade Street
j. Fred
k. Holmes School
l. Milwaukee
m. Ohio
n. February
o. Coffman Building
p. Bible
q. Koran
r. Methodist
s. Roman Catholic
t. French
u. etc.

*6. Use the following sentences for a capitalization proofreading activity.

a. Last year uncle peter worked in sioux falls, south dakota.

b. Benjy cried, "let's have a halloween party."

c. We listened to the professor from oregon state university.

d. Yesterday father bought a new suit at mercer brothers.

e. does admiral cash live on skyline drive or waverly boulevard?

f. Graduation will be held sunday, june 10, in the auditorium of caldwell school.

g. Diane found the book on holidays in the oakton public library.

h. did grandma wells see the eiffel tower on her tour?

i. The pilot announced, "we will land in mexico city in two hours."

j. We walked along lake michigan one day last spring.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Use the period:
   a. at the end of a sentence. (M)
   b. with abbreviations and most initials. (M)
   c. in outlining. (M)

2. Use the question mark:
   a. at the end of an interrogative sentence. (M)
   b. in some direct quotations. (F)

3. Use the exclamation mark:
   a. after a sentence which expresses strong feeling. (M)
   b. after an interjection that expresses strong feeling. (M)

AVAILABLE RESOURCES:

1. New Directions in English, 1969, Harper and Row, p. 32

2. New Directions in English, 1973, Harper and Row, pp. 211-212

3. Using Good English, 1961, Laidlaw, pp. 62-63, 64, 77, 95, 97, (period); 42-43, 45 (exclamation mark); 41-44, 45 (question mark).

4. Language Arts Explorations, (Explora Tapes) #202 (T.E. p. 58)

HELPFUL ACTIVITIES: Give students the diagnostic text (capitalization and punctuation) included in the Appendix. Use the chart included for a quick, easy reference and as a guide for each student's folder.

1. Have students follow these directions. They should use as many periods as possible.
   a. Write the addresses of three of your friends.
   b. Use initials to write the names of six people you know. (W. C. Fields)
   c. Write three sentences about punctuation marks.
   d. Write directions for making pudding (or any other recipe).

2. Have each student write a conversation that one of his friends and he might have. Be sure to remind students to use questions and quotation marks correctly in their conversation. After completion, have each student select a partner and then read the conversation.

3. Discuss possible situacions in which the following exclamations might be used. Then suggest that children create a story of their own that uses at least three of these exclamations.

What a day!
Hurrah!
Whoopie!
Oh, I can't do that!
Mother will never believe this!
Go home!

Have the stories read aloud to see if the writer reads exclamation marks where he puts them. Other students listen and make constructive criticism.

*4. Have students supply the appropriate punctuation for the end of each sentence below.
   a. What beautiful weather we are having (!)
   b. What is the temperature (?)
   c. I like thunderstorms (.)
   d. The fan is broken (.)
   e. How interesting this exhibit is (!)
   f. We are studying the Pueblo Indians (.)
   g. How was that tool used (?)
   h. The arrowheads look small, don't they (?)
   i. Are you taking swimming lessons (?)
   j. What are the rules about diving (?)
   k. How fast Bill swims across the pool (!)
   l. That diving board looks springy, doesn't it (?)

*5. Students should write sentences that begin with the words on the left and end with the punctuation marks on the right.
   a. What____?
   b. What____!
   c. Please______________________________________.
   d. Is____?
   e. My____.
   f. Where_______________________________________?
   g. The____.
   h. How____?
   i. How____!
   j. You____?

*6. Students write five sentences of their own in which emotion is expressed. These sentences should be capitalized and punctuated properly. The teacher selects a student to go to the board to write and punctuate the sentence read by another student.

The class will decide whether the sentence written on the board is punctuated and capitalized properly. See if the writer of the original sentence agrees.

Another possibility for this activity would be to have the children role play or pantomime the situation which they used in their sentence(s).

Use the "Writing Correctly" activities from Using Good English (1961), p. 64.

7. Use activities 'A' and 'D' of "Writing Correctly" on p. 45 of Using Good English, (1961).

PUNCTUATION:
COMMA

CONCEPT: Language has certain mechanical conventions.

SKILLS: Use the comma:

1. when separating words or/word units in a series. (M)
2. in direct address. (F)
3. in appositional phrases. (I)
4. to set off introductory words, phrases, and clauses. (F)
5. before the connector. (I)
6. in friendly and business letters and envelopes. (M)
7. in direct quotations. (F)

AVAILABLE RESOURCES:

1. New Directions in English, 1969
2. New Directions in English, 1973
3. Using Good English, 1961
4. Language Push-Ups, Level F, T.E.

HELPFUL ACTIVITIES:

1. Use the diagnostic test (commas) available in the Appendix. The Answer Key for the diagnostic test (commas) is available in the Appendix.
2. Have students write sentences in which they name three or four people who will do something with them. Next have them write sentences telling three or four different things that they like to do with a friend. Check for correct use of commas.
3. Write sentences listing everything they ate for lunch or breakfast that day.
4. The following pages include useful activities for these skills:
   a. Use of the comma when separating words or word units in a series.
      1) New Directions in English, 1969, pp. 172-173
      2) New Directions in English, 1973, pp. 160-161
      3) Using Good English, pp. 175-177, 187, 188
   b. Use of the comma in a direct address.
      1) Using Good English, pp. 172-174, 187, 188

c. Use of the comma in appositional phrases.
   1) Using Good English, pp. 86-89, 96
d. Use of comma to set off introductory words, phrases, and clauses.
   1) New Directions in English, 1969
   2) New Directions in English, 1973
   3) Using Good English, pp. 172-175, 187, 188
e. Use of comma before a connector
   1) New Directions in English, 1969
   2) New Directions in English, 1973, pp. 171-172, 186-187, 206
f. Use of comma in friendly and business letters and envelopes. Refer to concept of "Language is communication." See Appendix for friendly letter and envelope form.

*5. An appositive is a word or group of words placed beside another word to explain it. It is usually separated from the rest of the sentence by commas. Read the following sentences and then have students suggest where they would put commas.
   a. James Daugherty, author and illustrator, is my favorite writer.
   b. His pictures for Daniel Boone, a biography, show the mighty muscles of the Indians and pioneers.
   c. Benjamin Franklin, inventor and scientist, is the hero of another book by James Daugherty.

*6. Write these sentences on the board for pupils to punctuate.
   a. Robert Lawson the artist who illustrated Ferdinand wrote Rabbit Hill.
   b. I enjoyed Many Moons the story of a princess who wanted the moon.
   c. Gay Neck the story of a pigeon is a tale of India.
   d. The true story of Louisa May Alcott the author of Little Woman is told in Invincible Louisa.
   e. Monica Shannon wrote Dobry the story of a peasant artist.

7. Combine the pairs of sentences below into one sentence. Be sure to make one sentence in each pair an appositive and use commas where they are needed. (Answers will vary. Discuss.)
   a. John Hancock was a patriot. John Hancock signed the Declaration of Independence. (John Hancock, a patriot, signed the Declaration of Independence.) or (John Hancock, signor of the Declaration of Independence, was a patriot.)
   b. Cochise was an Apache. Cochise roamed the Southwest.
   c. Fencing is skillful swordplay. It is a popular sport.
   d. My favorite book is Lassie. Lassie is about a dog.
   e. Rin Tin Tin was a German shepherd. He was a film star.
   f. Knute Rockne was a coach. He was honored at Notre Dame.

8. Have students locate sentences containing appositives in their reading books, textbooks, or books borrowed from the library. Have them break down each sentence into two sentences, the appositive being one of these. Then have the students combine the two sentences into one again with an appositive. This final sentence should differ from the original.

9. Write each of the following titles on a strip of paper. Choose ten students and each read orally the title on their paper. Each student should indicate the pause provided by the comma. Have the class listen and then tell how the appositive explains the first part of each title. Discuss what you might find in the book, judging by the appositive.

   Australia, The Island Continent
   Buffalo Bill, Boy of the Plains
   Daniel Boone, Wilderness Scout
   Ol'Paul, The Mighty Logger
   China, Country of Contrasts
   Kobi, A Boy of Switzerland
   Bhimsa, The Dancing Bear
   Stocky, Boy of West Texas
   Bamboo, The Grass Tree
   Bob, Son of Battle

10. Motivate interest in learning to use commas to clarify meaning by asking pupils to compare the following sentences. Ask them to explain the difference in meaning between these two sentences. How does the comma affect meaning? Use others if you wish.
    a. What did you pay Herb? What did you pay, Herb?
    b. Look what I bought, Julie. Look what I bought Julie.

*11. Have students go to the board and write sentences that:
    a. begin with yes or no.
    b. contains the name of a person spoken to.
    c. begins with a word or word phrase that expresses mild feeling.

The student should then discuss whether or not the sentences on the board are correctly punctuated and why or why not.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Use the apostrophe in contractions. (M)
2. Use the apostrophe in singular and plural possessives. (M)
3. Use the colon in a business letter and preceding a list. (F)
4. Use the hyphen in compound words and dividing words at the end of a line. (M)
5. Use the dash between inclusive numbers. (M)

AVAILABLE RESOURCES:

1. New Directions in English, 1969, pp. 178-179, 234-235
2. New Directions in English, 1973, pp. 214-216
3. Using Good English, Laidlaw, 1961, pp. 78-79, 89-92, 95-97, 140-142, 146, 348-349
4. Language Push-Ups, Level F, T.E.

HELPFUL ACTIVITIES:

1. Write the following activity on the board or overhead projector. Have students explain their answers.

   If a colon is needed in any of the three sentences below, write it in the sentences.

   a. I packed the following equipment a sleeping bag, my fishing tackle, and a first-aid kit. (equipment:)
   b. Some animals that we may see in the park are deer, beavers, racoons, and brown bears. (non needed)
   c. These activities still have openings for new members gymnastics, photography, and conservation. (members:)

2. Dictate the following sentences to your students. They should write the sentences providing apostrophes where they are needed.
   a. Don't go to Harry's house unless you're eager to catch measles.
   b. I can't go to the show because I don't have any money.
   c. I'll lend you some if you'll pay me back tomorrow.
   d. It's a two-mile walk to the park and Jim's feet hurt.
   e. Let's stay here and pitch horseshoes.
   f. We can play with Billy's horseshoe game.
   g. George's father said that bats haven't any feathers or hair on their wings.

3. For other activities using the apostrophe, refer to Using Good English 1969, pp. 89-92, 95-96, 97, 140-142, 146, 190, 193.

4. Ask the children to write the possessive in a sentence. Use the following as starters:
   a. The daughter of the king
      e.g. The king's daughter was very unhappy.
   b. The palace of her father
   c. The shop of the wizard
   d. The footfalls of a cat
   e. The songs of a swan

5. In connection with their toy collections, children will enjoy hearing or reading the story "The Toy Princess," from which the word groups above were selected. You may wish to read the story as an appreciation lesson.
   DeMorgan, Mary "The Toy Princess" in Far Horizons

6. For letter writing activities, refer to skill "letter writing."

7. For use of hyphen, refer to reading skills and reading guide.

*8. Use Proofreading Diagnostic test available in the Appendix. Give at mid-year or with letter writing. Answer key is also in the Appendix.

PUNCTUATION:
UNDERLINE
QUOTATION MARKS

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Underline the titles of books, magazines, and newspapers. (F)
2. Use quotation marks to enclose short stories, poems, songs, articles, chapters of books. (F)
3. Use quotation marks in direct quotations. (M)

AVAILABLE RESOURCES:

1. New Directions in English, 1969, pp. 120, 234
2. New Directions in English, 1973, pp. 94, 215
3. Using Good English, Laidlaw, 1961, pp. 134-138, 145-147, 186, 191, 193.
4. Language Push-Ups, Level F, T.E.

HELPFUL ACTIVITIES:

1. Discuss with the children the fact that in a printed book list, the titles are printed in italics. In cursive writing, the title of a book is underlined.

2. Have the children observe the way titles are written on library cards.

*3. Have the children select a topic, such as "horses" and have them find as many books as possible in the library to compile a list. Students should underline the titles of the books. Be sure they put the author's last name first, followed by a comma, his first name or initials, and a period.

Name__________________

Books about Horses

1. Anderson, C.W., Big Red
2. Caffrey, Nancy, Mig O'the Moor
3. Woody, Regina J., Starlight

4. Have children suggest their favorite library books along with the author's name. They should arrange and write the list of books in alphabetical order by author, putting his last name first. Students should underline all titles of the books.

5. Rules to remember about quotation marks:
    a. A direct quotation contains the exact words of the speaker.
    b. Quotation marks are used before and after a direct quotation.
    c. A direct quotation begins with a capital letter.
    d. A new paragraph is used whenever there is a different speaker.

6. Perhaps children remember the story "The Town Mouse and the Country Mouse." Place the following excerpt on a worksheet or a transparency without the quotation marks. Have the children indicate where quotation marks are needed.

    "I don't see how you can stand such poor food all the time," the town mouse said to his country cousin. "Why don't you come home with me?"

    "I should be glad to," said the country mouse.

    At first the country mouse enjoyed his cousin's fine food, "This is wonderful," said the country mouse. "I shall stay here forever."

    Just then a huge cat appeared. Frightened half out of their wits the two mice ran for shelter.

    "This is nothing," said the town mouse. "You soon get used to danger."

    "I should rather have plain food in safety," said the country mouse, "than dates and nuts in the midst of danger."

    With that, the country mouse left for home.

    Papers for the above activity may be corrected by pupil proofreaders working in teams with the writers or by exchanging papers.

*7. Have the students change the following indirect quotations to direct quotations and write them correctly on their paper.
    a. Miss Drew said that the Grade Seven class was giving a play.
    b. She said that the Grade Six class was invited to see the play.
    c. Donald asked what the name of the play was.
    d. Betty said that her brother was in the play and that it told a story of pioneers.

8. Use the activities on quotation marks in Using Good English, 1961, on pp. 134-138, 139-140, 145, 147.

9. Use your reading book to find several paragraphs using direct quotations.

*10. Have students write two or three questions on their paper as direct quotations. Students could exchange papers and write answers to the questions as direct quotations.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Indent the first line of each paragraph. (M)
2. Use appropriate margins to the left and right and at the top and bottom of the paper. (M)
3. Construct a topic sentence to insure the unity of all the sentences in a paragraph. (F)

AVAILABLE RESOURCES:

1. Using Good English, 1961, pp. 78-83
2. New Directions in English, 1969, pp. 285-289
3. New Directions in English, 1973, pp. 277-281

HELPFUL ACTIVITIES:

1. Construct four or five sentences, putting each on a strip of paper. Ask for a volunteer to select one of the sentences and write it on the board as the first sentence of a paragraph. All members of the class should look at these sentences for proper indenting. In addition you might ask the children which sentences could be developed further into a paragraph.

*2. Have children write the sentences from the practice, p. 79, Using Good English. Remind them that each sentence is to be written as the first sentence of a paragraph. Check for proper indentation and for left and right margins.

*3. Choose five subjects the children would be interested in and have them write a topic sentence about each subject. Some subjects are football, cycling, swimming, horses, and pets. These sentences can be shared in groups, read aloud, or written on the board. It is important that the idea of the topic sentence be emphasized.

*4. For practice in maintaining appropriate margins, have children copy a paragraph from a book. Caution them to be concerned about indenting and using their best handwriting. The results can be shared with other children in small groups, asking them to be constructive in any criticisms they make.

*5. Do practice A, pp. 80-81, Using Good English.

*6. Do practice A, pp. 82-83, Using Good English.

CONCEPT: Language has certain mechanical conventions.

SKILLS: Use the dictionary to:

1. recognize that words have multiple definitions. (F)
2. realize that words appear in alphabetical order. (M)
3. use guide words correctly. (F)
4. use phonetic respellings and the pronunciation key. (F)
5. identify abbreviations for parts of speech. (F)
6. discover what language or languages words come from. (F)

AVAILABLE RESOURCES:

1. New Directions in English, 1969, pp. 38-43, 45, 46
2. New Directions in English, 1973
3. Basic Goals in Spelling, Levels 5, 6, 7
4. Intermediate Dictionary of American English

HELPFUL ACTIVITIES: Give the students the diagnostic tests (Dictionary, Parts 1 and 2) available in the Appendix.

1. Have students check their dictionaries to see if there is a guide to common spellings, e.g. the beginning sound of say when it appears at the beginning of a word.

   cent   psalm   say   scent

   Discuss how such a guide would be used.

2. The words below show four common spellings of the first sound in kind. Have students use these to help complete the words that follow:

   coat   chemist   kind   quick

   a. _alcium (calcium)
   b. _itchen (kitchen)
   c. _uotation (quotation)
   d. _asm (chasm)
   e. _ernel (kernel)
   f. _olonel (colonel)
   g. _orus (chorus)
   h. _ueen (queen)

3. Have students look up the following words in a dictionary. Find the definition that fits the word as it is used in each sentence. Read the definition to the class.

measure

a. An inch is a measure of length. (unit)
b. The pianist practiced the difficult measure again and again. (bar of music)
c. The doctor took drastic measures to meet the emergency. (actions)

cool

d. The weather was fair and cool. (not hot)
e. The uninvited guest received a cool greeting. (not friendly)
f. Jack was cool and unafraid during the tornado. (calm)

Use the words draft, plain, and run in the same manner.

4. Some riddles are made with words that have more than one meaning. Have students decide what the two meanings of each underlined word below are; make-up a riddle of their own with words that have more than one meaning.

a. What kind of bank doesn't need money? (a river bank)
b. What stays hot longest in the refrigerator? (pepper)
c. What is the hardest thing about learning to skate? (the ice)

*5. Discuss with the class the importance of using guide words. Words that show the first and last words on a page are called guide words. Ask students for reasons for having guide words. If the first word on p. 540 is racket and the last word is ragged -- will raffle be on that page?

Would you expect to find the word rarity between these guide words?

Raleigh   Rangoon

What are the guide words in your dictionary for the page on which you find the following words:

a. rarity
b. orientate
c. muscle
d. recuperate
e. outer
f. police
g. leap
h. tan
i. gem
j. snipe

The spelling book is a good resource for additional words.

6. Give students the following list of words. Have them time themselves to see how quickly they can locate the pages in their dictionary on which these words appear. This activity can be a fun game. Sides can be chosen with a dictionary captain of each side.

a. myrrh
b. lament
c. symbal
d. profound
e. cherub
f. gunwale

7. Be sure that students know how to use the pronunciation key in their dictionary. Discuss the names for the various markings such as:

a. tilde ( )
b. circumflex ( )
c. dieresis ( )
d. macron (-)

Refer to *Basic Goals in Spelling*, section "Dictionary Help" for other markings.

*8. Demonstrate for the children how the pronunciation key helps to pronounce the following words:

a. mediocre
b. virile
c. align

Have children work with a partner. Have them locate the following words in their dictionary, study the pronunciation, and try to pronounce them correctly, stressing the right syllables:

a. niche
b. meteor
c. buoy
d. acme
e. unique
f. mirage
g. mannequin
h. longitude

9. Ask the children to use their dictionaries to write the following words just as they are spelled in the parentheses of their dictionary. Use hyphens (-) to divide them into syllables. Place accent marks where they belong.

a. cucumber
b. September
c. isolate
d. medieval
e. routine
f. pajamas
g. example
h. clerical
i. needle
j. druggist
k. jungle
l. discharge
m. remember
n. treasure
o. decimal

10. Discuss with the children the symbols that are used in their dictionaries for the following vowel sounds:

a. ouch, south, cow
b. mane, rain, deign
c. rule, blew, smooth
d. please, be, seem
e. thy, though

*11. Have the students use their dictionaries to answer these questions. (Correct answers are underlined)

a. Does scow rhyme with snow or *brow*?
b. Does chassis rhyme with *sassy* or passes?
c. Does indict rhyme with predict or *delight*?
d. Does subpoena rhyme with Mona or *Lena*?
e. Does meringue rhyme with fringe or *gang*?
f. Does coup rhyme with *stew* or soup?
g. Does seine have the same sounds as *sane* or sign?
h. Does the heaviest stress fall on the first syllable or the second of *af*fluent?

*12. Have students write the following words in alphabetical order. After each word, indicate what part (s) of speech it may be used as. Students may use the dictionary.

a. push
b. model
c. sour
d. honor
e. nimble
f. copper
g. duke
h. journal
i. magnet
j. rode
k. space
l. window
m. violets
n. poet
o. dentist

Students should select any six of the above to use in sentences. Have them use the correct abbreviation to indicate the part of speech that has been used.

CONCEPT: Language has certain mechanical conventions.

SKILLS:

1. Recognize that the address of the writer and the date on which the letter was written make up the "heading." (M)
2. Write the headings in the upper right-hand part of the paper. (M)
3. Use the "greeting" to name the person to whom the letter is written. (M)
4. Recognize that the message the writer is sending is called the "body." (M)
5. Recognize that a letter has a "closing" which begins just to the right of the middle of the page. (M)
6. Place the "signature" directly below the closing. (M)
7. Recognize that a business letter contains an inside address which is placed before the greeting. (F)
8. Use the proper form for addressing the envelope. (F)

AVAILABLE RESOURCES: Using Good English, 1961, Laidlaw, pp. 226-229; 347-351

HELPFUL ACTIVITIES: Give students the diagnostic tests (form of friendly and business letters) available in the Appendix.

1. Use the example on p. 227, Using Good English, to review the parts of the friendly letter. In addition it might be necessary to review the rules of punctuation and capitalization which pertain to letters. See Appendix for the correct form of the friendly letter.
2. Write a short friendly letter on a transparency and use it as a basis for discussing the questions found in practices A and B, pp. 228-229, Using Good English.

*3. Have the children imagine they are writing to a relative. On their papers they are to write a proper heading, greeting, closing, and their own signature. Have them draw a few blank lines to represent the body. The finished papers can be examined within groups.

4. A friendly letter can be written by each child to someone of his choice. It is recommended that it be sent.

5. As a culminating activity, the students might enjoy writing letter to a "pen pal" at another Rochester school.

6. Write a short business letter on a transparency showing the parts. Use this model to determine children's knowledge of writing form. An additional example is found on page 348, U Good English. See Appendix for correct form of the business letter.

7. Cut pieces of blank paper the size of an envelope suitable f either a friendly or a business letter. Have children addre the letter to the person suggested in activity three or to t company mentioned in activity five. These can be evaluated individually by you or by the children within small groups.

8. Use the example on p. 350, Using Good English, to point out correct form for addressing an envelope. This is a business envelope but the form also applies to the addressing of an envelope for a friendly letter. Use the questions in the practice, p. 351.

9. A business letter can be written by each child or group of children. It's recommended that the resulting letters actua be sent. A good source of addresses would be National Geogr

10. Have the children pretend they are writing a business letter the following imaginary firm: Melville Craft Shop, 1718 Wes Lockwood Avenue, New Junction, Minnesota 55666. They can blank lines to indicate the body, but they must show the fiv other parts of the business letter.

11. The class, as a group, may write a letter to the editor of t school newspaper or of the Post Bulletin on a topic of conce Or each student may elect to write a letter to a newsapaper. Whenever possible, these letters should be sent so that stud are motivated to take pride and care in their written langua skills.

APPENDICES

APPENDIX A

ORAL AND WRITTEN USAGE PROBLEMS

in the Elementary School

The teacher should help children recognize what is appropriate usage and should encourage them to show correctness in their speaking and writing, although appropriateness may vary with different groups and situations. A positive approach should be used in helping students who have language usage problems; negative reenforcement often inhibits children in their willingness to express ideas. Children should understand that the words or phrases below are considered unacceptable usage.

Pronouns

1. my brother, he (double subject)
2. me, her, him went
3. us boys ran
4. with we girls
5. them pencils
6. hisself, theirselves
7. yourn, hern, ourn, theirn
8. this here, that there
9. the boys which ran
10. who's for whose (or vice versa)
11. your for you're (or vice versa)
12. it's for its (or vice versa)
13. there for their, they're (or vice versa)

Verbs

1. I, he, she says (for past tense)
2. I, he seen (for past tense)
   she done (for past tense)
   he begun (for past tense)
   he swum (for past tense)
   I drunk (for past tense)
   I brung (for past tense)
3. have saw
   have went
   have ate
   was broke
   have did
   was froze
4. knowed, growed, throwed
5. learn me a story
6. leave him do it
7. ain't for isn't or am not
8. lets for let's (or vice versa)
9. I, he gots
10. I got for I've got or I have
11. clumb
12. didn't, hadn't ought

Subject-Verb Agreement

1. four boys was
2. he, she come
3. he, she, it don't
4. he give
5. we, you, they was
6. he run

Double Negatives

1. don't have nothing
2. can't hardly
3. I ain't got no
4. don't have no
5. didn't have none
6. haven't no

Adverbs and Adjectives

1. He is gooder. (for better)
2. Of the two, she is the best. (for better)
3. ran slow (for slowly)
4. sang good (for well)

Miscellaneous

1. A apple (an)
2. would of for have
3. between the four boys (among)
4. in for into
5. to for too (or vice versa)
6. then for than (or vice versa)

GUIDE FOR THE LIBRARY PROGRAM, K-6

The following is a guide for the library program, K-6. The promoting of materials is one of the major emphases of the library program. Librarians need to keep this in mind.

Teaching the use of the library and its resources is more effective if the skills are taught at a time the student needs them. Since classroom methods vary, the teacher should plan with the librarian the time at which particular skills should and will be taught. If a student has not received instruction in a basic skill listed in the guide for his grade level, the librarian should then work with him individually or in a small group.

It is also very advantageous for the librarian, teachers, and students if teachers inform or plan with the librarian on approaching units. The librarian can give better service if this is done.

KINDERGARTEN

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Story time Have many books available through library corner. Meet with librarian as time permits.	***Teacher with help Librarian
Creating and sharing literature with others	Have each child dictate a story, poem, or idea to his teacher who writes it for him. The child's "literature" can be illustrated with one or more pictures. A cover can be made for this literature; it then becomes a book to be placed in the classroom or school library.	Teacher with support librarian
Listening	Use of oral story reading, records, etc. to compliment kindergarten curriculum.	Teacher and librarian
Books in library	There is checkout system in school and public library. Books are usually checked out to each room in kindergarten.	Teacher with help of librarian
Good Citizenship Care of books	Clean hands. Page turning (upper right hand corner). Placement of books on shelf (spine showing).	Teacher
Use of library	Quiet and courteous. Care of books. Good listening.	Librarian and teacher
Books have their place	Each book has proper place--lost if not back in right place.	Teacher with help librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

**Literature refers to carefully selected and appropriate media in all subject areas.

***Teacher refers to special teachers as well as classroom teachers.

GRADE 1

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation (Major emphasis in program)	Expose students to best in literature for their age through reading, storytelling, records, films and filmstrips, talks about good books, poetry, reading, etc. Provide motivating activities such as displays, presentations, etc. to stimulate and encourage reading.	***Librarian and teacher Much of this is in classroom as part of literature.
Creating and sharing with others	Encourage children to create their own "literature" (stories, poems, wishes, etc.) and to illustrate it with pictures, if they wish. Covers can be designed by students for their literature, or the class can design a cover, for example, for their class book of wishes.	Teacher (Librarians help in this process)
	The students are shown how a book is catalogued and given a check out card. These books of children's literature can then be placed in the classroom or school library for other students to read.	Librarian
Reading is rewarding	Encourage independent reading as soon as teacher indicates.	Librarian and teacher
Illustrations	Make note of particularly well illustrated books. Discuss points of good illustrations in student's estimation. Note that pictures are really part of story. Use books without words for story telling.	Librarian
Good Citizenship	Discuss library atmosphere and behavior expected. Review care of books such as having clean hands, holding book and turning pages correctly and protecting against damage.	Librarian and teacher
Parts of books	Table of contents to find material.	Teacher (when using text books)
	Title page, author & illustrator	Librarian and teacher

GRADE 1
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Arrangement and replacement of book on shelf	Teacher arrangement of books on picture book section and expect them to return books correctly.	Librarian
Checkout procedure	Explain procedure and help in checkout.	Librarian Teacher help needed when students cannot check out own books.
Room library	Make an attractive library corner in room and stock with picture books and simple reading books to encourage children to browse and read when other work is finished.	Teacher Librarian help for exchange of books
Rochester Public Library	Visit the Public Library and encourage children to supplement their reading with books from Public Library during the year and especially during summer months.	Teacher and librarian

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 2

SKILL	CONTENT	*RESPONSIBLITY FOR INITIATING
**Listening to and enjoyment of literature	Read variety of books and books by same author to children. Continue appreciation begun in Grade 1. Promote habit of going to library to satisfy individual or class interests. Help children select books at their own reading levels. Provide sympathetic guidance and attention to child's book selections. Encourage balanced reading. Provide browsing time for selection of recreational reading material.	***Librarian and teacher
	Provide motivating activities such as displays, exhibits, bulletin boards, book and author presentations, special contest, etc. to stimulate and encourage reading.	Librarian and teacher
Creating and sharing literature with others	Continue practice begun in Grades K and 1 in which students create their own "literature," publish it in their designed covers, and place it in the classroom or school library for other students to read.	Teacher (Librarians help when needed)
Illustrations	Continue with work begun in Grade 1. Go into more detail with Caldecott Award books by showing and reading books, filmstrips, charts, etc.	Librarian
Parts of book	Continue with title page as to title, author, illustrator.	Librarian
	Review table of contents. Look for parts in their own selections.	Teacher w/textbooks librarian
Use of library	Explain and discuss different areas of library; their importance and use. Explain arrangement of books on shelf as needed by group.	Librarian
Arrangement & replacement of books to shelves	Review placement of books to easy section. Teach alphabetical shelf arrangement.	Librarian (Teacher when help is needed while learning)

GRADE 2
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Good citizenship	Build habits conducive to acceptable library climate. Review proper care of books as needed. Learn proper way to open new book.	Librarian and teacher
Checkout procedure	Review	Librarian
Rochester Public Library	Schedule visit to public library and encourage use of Public Library and Bookmobile.	Teacher and/or librarian

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GRADE 3

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature appreciation Types of literature	Use of oral reading, story telling, records, filmstrips, flannel board stories. Encourage balanced reading habits. Provide browsing time for selection of recreational reading material. Help children select books at their reading level. Promote habit of going to library to satisfy individual or class interests.	***Librarian and teacher
	Continue motivating activities to encourage reading.	Librarian and teacher
Creating and sharing literature with others	As an important part of their literature program, students should continue the practice begun earlier of writing, illustrating, publishing within a cover, and shelving in the classroom or school library their own "literature." The literature book can be one student's work or a collection of one set of stories from the class.	Teacher (Librarian when help is needed)
Illustrations	Continue work on Caldecott Award books and other well-illustrated books.	Librarian
Use of books Care of books	Review as needed.	Teacher and librarian
Parts of books	Review cover, title page, title table of contents. Introduce index and glossary.	Teacher
Type of books	Define fiction and non-fiction. Find an easy book of fiction and non-fiction. Encyclopedia presentation, as needed with mature students (optional).	Librarian
Use of library Good library citizenship	Review good library manners as needed.	Librarian reinforced by teacher
Procedure for checkout	Give additional instruction as needed.	Librarian

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Card catalog (Optional)	Introduce the use of the card in locating a fiction, non-fiction and easy book to those mature students that are ready.	Librarian and/or teacher
Sections of the library	Introduce the arrangement of the fiction section by author. Introduce the arrangement of the non-fiction section such as Fairy tale section Biography section Science section Recreation section History section Magazine section Introduce the magazines pertinent to group.	Librarian
Rochester Public Library	Schedule visit and encourage use of Public Library and Bookmobile. Remind children of special activities at Public Library.	Teacher and/or librarian

*Responsibility is usually shared by teacher and library but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 4

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Listening to and enjoying literature	Continue reading motivation in line with 4th grade interests and abilities.	***Librarian and teacher
	Provide activities to stimulate reading.	Librarian and teacher
Creating and sharing literature with others	Maintain the practice of writing, illustrating, publishing, and cataloging in the classroom or school library students' own "literature."	Teacher (Librarian when help is needed)
Encyclopedias	Emphasize use of encyclopedia Guide words Arrangement of topics Introduce Index Cross references	Librarian and teacher
Periodicals	Emphasize the magazine section of the library. Have children notice different kinds of reading material contained in magazines. Subject index where needed.	Librarian and teacher
Card catalog skills	Card catalog (major emphasis) Author Title Subject Others as needed	Librarian
Parts of books	Review Title pages, table of contents, index, glossary. Introduce publisher, place, copyright date.	Teacher and librarian
Library citizenship	Continue encouraging proper library attitudes	Teacher and librarian
Rochester Public Library	Visit library and encourage its use.	Teacher and/or librarian

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 5

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Enrichment	Introduce new books and other media (not limited to fiction) Newbery books Author books	***Librarian
	Supplementary books or materials to correlate with the reading program (varies within buildings)	(Classroom teacher (Reading teacher (Librarian
	Continue providing motivating activities to stimulate reading	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they produce throughout the year. Their literature can then be shelved in the classroom or school library for other students to read.	Teacher (Librarian when is needed)
Library citizenship	Continue encouraging proper library habits.	Librarian and teacher
Arrangement of library materials	Review easy, fiction, non-fiction reference, pamphlet file. Audio-visuals where needed.	Librarian
	Dewey Decimal system reinforcement.	Librarian and teacher
Parts of book	Review--cover, title page. Stress preface, copyright date, index, glossary, table of contents.	Librarian and teacher
Card catalog skills	Types of cards (Review and stress where needed) Author Title Subject Pamphlet file Cross reference Audio visual materials Annotations found on catalog cards.	Librarian
Encyclopedias	Review Arrangement of topics Guide words Index Cross references Compare available encyclopedias	Librarian and teacher

GRADE 5
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Special Dictionaries	Review or introduce Unabridged Abridged Thesaurus Subject	Librarian and teacher
Other reference	Review or introduce Subject encyclopedias Atlases Year books Biographical dictionary (Others found in individual libraries)	Librarian
Periodicals	Review use of various magazines. Emphasize magazine section of library. Children to note types of reading material contained in each magazine. Use Subject Index (where needed).	Librarian and teacher
Rochester Public Library	Encourage use. Have class visits.	Teacher

*Responsibility is usually shared by teacher and librarian but the person listed should initiate and follow through on assignment in order to be effective.

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***Teacher refers to special teachers as well as classroom teachers.

GRADE 6

6th grade library skills are a review of 5th grade skills with emphasis on use of materials by students for individual and class assignments. A special emphasis will be placed on reference materials.

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
**Literature Appreciation and Reading Motivation	Continue to present new and relevant material to encourage reading.	***Librarian and teacher
	Provide and encourage activities which will stimulate students to read.	Librarian and teacher
Creating and sharing	Maintain the practice of having students write, design, illustrate, publish, and catalog the "literature" they write. Help students make books for their literature which are cataloged and shelved in the library.	Teacher (Librarian when help is needed)
Encyclopedias General	Review in general Stress Comparison Copyright date Index Cross Reference	Librarian and teacher
Encyclopedias Special	Introduce or review the book. Tell purpose arrangement format of special encyclopedias available in school libraries.	Librarian and teacher
Dictionaries Unabridged Abridged Special	Introduce or review the dictionary--tell purpose format of those available.	Librarian and teacher
Atlases	Introduce or review atlases available in library.	Librarian and teacher
Almanacs	Introduce or review almanacs available in library.	Librarian and teacher
Other Reference books, Facts, Records, Quotations, etc.	Introduce or review those available in library.	Librarian and teacher
Author books	Introduce or review author books that are available in library.	Librarian and teacher

GRADE 6
cont'd

SKILL	CONTENT	*RESPONSIBILITY FOR INITIATING
Magazine indexes Subject Index to Child. Mag. (optional) Nat'l Geographic	Use of samples of Children's Magazines Index (Central Processing)	Librarian and teacher
Rochester Public Library	Encourage use. Schedule class visits.	Teacher

*Librarian should introduce these topics when teacher is giving classroom assignments in which reference us is necessary.

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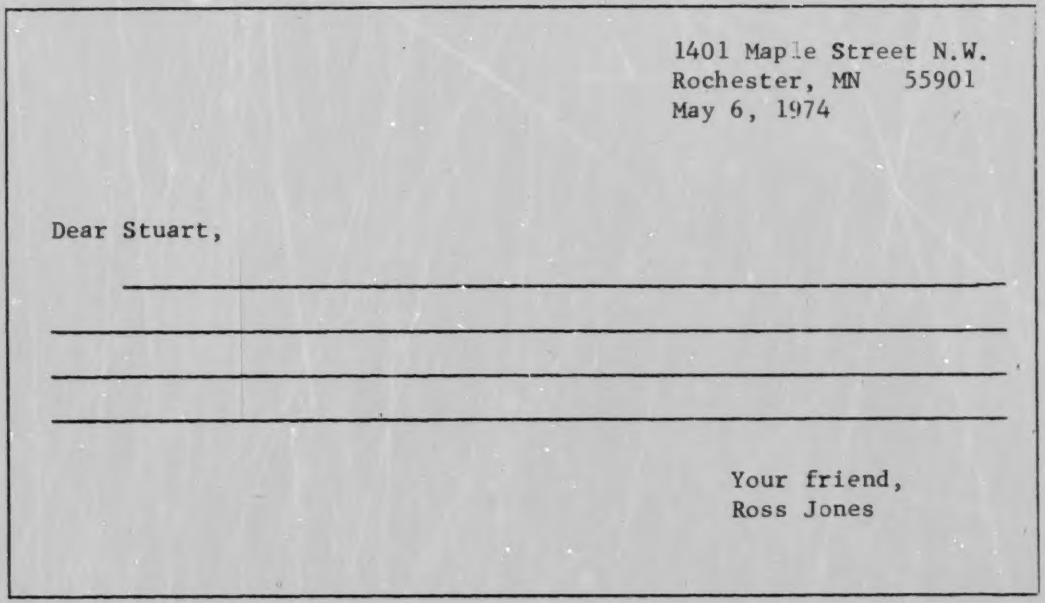
***Teacher refers to special teachers as well as classroom teachers.

FRIENDLY LETTER



Heading

1401 Maple Street N.W.
Rochester, MN   55901
May 6, 1974

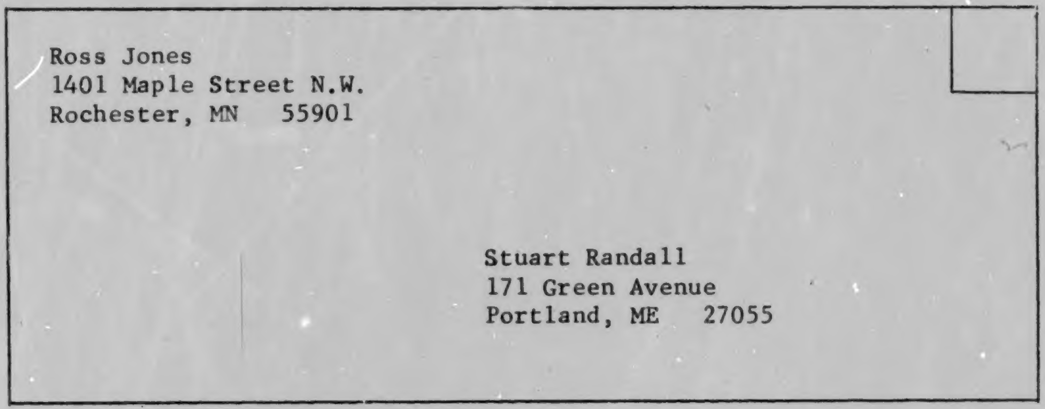
Greeting

Dear Stuart,

Body

Closing Signature

Your friend,
Ross Jones



Return address

Ross Jones
1401 Maple Street N.W.
Rochester, MN   55901

Address

Stuart Randall
171 Green Avenue
Portland, ME   27055

BUSINESS LETTER

Heading	1602 Fourth Street S.E. Rochester MN 55901 October 21, 1974
Inside address	Majestic Toy Company 348 State Street Minneapolis, MN 55414
Greeting	Gentlemen:
Body	
Closing Signature	Yours truly, Jim Doffer
Return address	Jim Doffer 1602 Fourth Street S.E. Rochester, MN 55901
Address	Majestic Toy Company 348 State Street Minneapolis, MN 55414

STANDARD ABBREVIATIONS FOR STATES

These are from the U. S. Government Printing Office Style Manual. The two letter abbreviations listed in parentheses are not authorized for use with zip codes.

Alabama	Ala	(AL)
Alaska		(AK)
Arizona	Ariz.	(AZ)
Arkansas	Ark.	(AR)
California	Calif.	(CA)
Canal Zone	C.Z.	(CZ)
Colorado	Colo.	(CO)
Connecticut	Conn.	(CT)
Delaware	Del.	(DE)
District of Columbia	D.C.	(DC)
Florida	Fla.	(FL)
Georgia	Ga.	(GA)
Guam		(GU)
Hawaii		(HI)
Idaho		(ID)
Illinois	Ill.	(IL)
Indiana	Ind.	(IN)
Iowa		(IA)
Kansas	Kans.	(KS)
Kentucky	Ky.	(KY)
Louisiana	La.	(LA)
Maine		(ME)
Maryland	Md.	(MD)
Massachusetts	Mass.	(MA)
Michigan	Mich.	(MI)
Minnesota	Minn.	(MN)
Mississippi	Miss.	(MS)
Missouri	Mo.	(MO)
Montana	Mont.	(MT)
Nebraska	Nebr.	(NB)
Nevada	Nev.	(NV)
New Hampshire	N.H.	(NH)
New Jersey	N.J.	(NJ)
New Mexico	N. Mex.	(NM)
New York	N.Y.	(NY)
North Carolina	N.C.	(NC)
North Dakota	N. Dak.	(ND)
Ohio		(OH)
Oklahoma	Okla.	(OK)
Oregon	Oreg.	(OR)
Pennsylvania	Pa.	(PA)
Puerto Rico	P.R.	(PR)
Rhode Island	R.I.	(RI)
South Carolina	S.C.	(SC)
South Dakota	S. Dak.	(SD)
Tennessee	Tenn.	(TN)
Texas	Tex.	(TX)
Utah		(UT)
Vermont	Vt.	(VT)
Virginia	Va.	(VA)
Virgin Islands	V.I.	(VI)
Washington	Wash.	(WA)
West Virginia	W. Va.	(WV)
Wisconsin	Wis.	(WI)
Wyoming	Wyo.	(WY)

ORAL AND WRITTEN REPORTS

The elementary staff is concerned about the writing of reports and the application of research skills in these reports. Some teachers are asking students to write reports of a length that forces them to copy material from one source (too often the encyclopedia) and to call this their "report." Some teachers require students to write lengthy papers comparable to those written by high school students. If the writing of reports is to be beneficial to students, teachers should prepare them for and work closely with them during the process of writing this report. Otherwise, the activity becomes "busy work."

REPORT WRITING

Since the written-composition FOCUS in the elementary grades is on the SINGLE PARAGRAPH, the greater share of the reports students write should focus on one well-constructed paragraph. Each teacher should make provisions to accomodate the range of abilities within his class.

GRADES K-2: "Reports" are orally shared experiences with the class.

GRADE 3: If a student prepares any "reports" at this grade level, the reports should be optional, brief (no more than a paragraph), and written in the student's own words. Preparing and giving a brief oral report may be of more value than writing a report.

GRADE 4: Students compose one-paragraph reports in their own words on specific topics which can be drawn from science, social studies, reading, or health. At this grade level, students learn to use the card catalog and the encyclopedia. Oral reports should also be assigned: the child should be encouraged to share his ideas in his own words rather than to read word-for-word his report to the class.

GRADE 5: This is the first year that teachers emphasize the preparation of reports and use of research skills in this process. Chapter 11 in New Directions in English (1969 and 1973) systematically takes the student through this process. Using note cards is unnecessary, however, since the emphasis is placed on short reports (one paragraph). The practices of taking notes in their own words and using several sources for their report are the imperative skills in the reporting process. Students need guidelines for preparing a report before they begin researching information. (Refer to "A Checklist for Writing a Report" at the end of this appendix.)

GRADE 6: Further experiences in writing short reports are provided at this grade level. Refer to "A Checklist for Oral and Written Reports." Students should give some reports orally but they should be discouraged from merely reading the reports. Before they complete the elementary years, most students should demonstrate the ability to write a well-constructed paragraph and to compose imaginative and creative forms of writing. The junior high English experiences will be built upon a solid foundation in written composition.

GRADES 7-12: In grades 7 and 8, students continue writing short reports, with an emphasis placed upon using the Reader's Guide and other library tools and taking notes in their own words. In the 9th grade the focus is on the process of research rather than the product which is a short paper of 2-3 pages (2-5 paragraphs) or an oral report. The option of writing longer papers is reserved for the more capable students. No footnoting is taught in 9th grade, but a bibliography is expected. The formal reference paper is not taught until grade 11.

ORAL AND WRITTEN COMPOSITION FOCUS BY GRADE LEVEL

GRADE K: Sharing ideas
-Through the dictation process, the child sees the teacher write his story or poem beside his drawing or painting.

GRADE 1: The paragraph
-Informal practice gives the child a sense of unity in theme, idea, or topic.

GRADE 2: The paragraph
-Sentences record events in sequence.
-Children express ideas through stories and poems.

GRADE 3: The paragraph
-Additional sentences help express a complete idea.
-Creative stories often require several shorter paragraphs.

GRADE 4: The paragraph
-The paragraph is an idea unit.
-Organize the paragraph using time order sequence.
-Organize the paragraph using space order sequence.
-Use relevant details in developing the paragraph.

GRADE 5: The paragraph
-Define the topic sentence.
-Use details.
-Expand the paragraph.
-Organize the paragraph using the topic sentence, space order, and time order.

GRADE 6: The paragraph
-Use main ideas in making topic sentences and titles.
-Relate sentences and ideas.
-Expand paragraph content concisely.
-Organize the paragraph.

GRADE 7: The paragraph and narrative composition.
-Review paragraph essentials.
-Apply the elements of narrative composition.

Because the process of reporting involves nearly all of the language arts, it is a challenge even for the mature student. The task can become one of drudgery and of little value if the student does not see the purpose for the report and if he does not have guidance throughout the reporting process. For each assignment requiring students to write or give reports, it is imperative that teachers do not have the same expectations for all students. Although some students are ready for longer reports (several paragraphs) in the intermediate grades, the foundation for developing written reports of one well-constructed paragraph is laid in the primary years through oral reports and occasional group reports. If one of the basic purposes of a REPORT is to find and share information on a SPECIFIC topic of interest, students should be encouraged to MAINTAIN that INTEREST by SHARING this KNOWLEDGE with the entire GROUP.

A CHECKLIST FOR ORAL AND WRITTEN REPORTS

_____1. Have I selected a specific topic for my report?
My topic is something--
_____I am interested in and would like to learn more about.
_____I can find information about.
_____I would like to share with someone else.
My topic is specific enough for my report ("Dogs" would be a better topic than "Animals," and the "Collie" would be better than "Dogs." "Care of a Collie" may be better than just the "Collie."

_____2. Have I asked myself three or four specific questions which I would answer through my report? "What do I feed my Collie? How do I groom my dog? etc."

_____3. Have I used several sources to get information for my report?
_____What specific materials, besides a whole book on the subject, could I look in to find answers to my questions?
_____Other sources: books, encyclopedias, filmstrips, interviews, information I know about already.

_____4. Have I written in my own words sentences to answer my specific questions?

_____5. Have I arranged my sentences in an order that is easy to follow? A rough outline may help to organize my thoughts before I begin to write my rough copy.

_____6. Have I written my report from my notes in paragraph form?
_____Do my ideas follow one another in a clear manner?
_____Have I proofread my final copy?
_____Have I combined facts and imagination to create an interesting report?
_____Have I taken pride in my report?

Reporting facts may have an imaginative approach:

I Was There With Lewis and Clark*

I am a flea. I live in Lewis' hat. It all started out in 1803 when Lewis stopped to pet a dog and I jumped on Lewis' leg. Before I knew it, I was boarding a keelboat.....etc.

*from Paul S. Anderson, Language Skills in Elementary Education

LIST OF ENGLISH/LANGUAGE ARTS FILMS

Kindergarten

8-614	"Apryl and Her Baby Lamb"
8-64	"Big Red Barn
4-224	"Ferdinand the Bull"
4-316	"Goldilocks and The Three Bears"
4-935	"Hailstones and Halibut Bones: Part I"
4-936	"Hailstones and Halibut Bones: Part II"
4-126	"Hare and the Tortoise"
4-634	"How Long is a Minute?"
8-368	"Jazzoo"
8-10	"Leaves"
4-174	"Little Red Hen"
4-180	"Mother Goose Stories"
8-246	"Mr. Moto Takes a Walk"
8-64	"Puss in Boots"
4-527	"Sheep, Sheep, Sheep"
4-242	"Sparky, the Colt"
4-249	"Story About Ping"
4-522	"Wee Geese"

Grade One

8-64	"Big Red Barn (The)"
4-262	"Just One Me"
4-133	"Little Red Riding Hood"
8-683	"Merry-Go-Round Horse"
4-590	"Naughty Owlet (The)"
4-213	"Rumplestiltskin"
8-583	"Sleeping Beauty (The), Brier Rose"
4-523	"Z Is For Zoo"

Grade Two

4-460	"Communications: A First Film"
8-75	"Dragon Stew"
4-237	"Elephant Eats (The), The Penguin Eats: Nouns"
4-533	"Hello Up There"
4-587	"How The Elephant Got His Trunk"
4-585	"How The Whale Got His Throat"
8-267	"Listening"
4-258	"Monkey See, Monkey Do: Verbs"
4-649	"Punch and Jonathan"
4-539	"The Puppet Show Caper"
4-108	"Rapunzel"
4-256	"Tale of the Groundhog's Shadow"
4-535	"Ugly Duckling"

Grade Three

8-786	"City Awakens (A)"
4-170	"Frogs Are Funny: Frogs Are Fat" Adjectives"
8-787	"Hop Scotch"
8-8	"House That Wasn't There (The)"
4-586	"How The First Letter Was Written"
8-615	"Letter To Grandmother (A)"
4-332	"Let's Write a Story"
8-619	"Little Airplane That Grew"
4-635	"Signs, Symbols, and Signals"
4-197	"Squirrels Go Up, Squirrels Go Down: Adverbs"
4-475	"Story of a Book"
4-158	"Story of King Midas (The)"
4-582	"Where Should a Squirrel Live?"

Grade Four[a]

4-591	"Buttercup"
8-617	"Caterpillar"
8-619	"Clown"
8-741	"Dead Bird (The)"
8-632	"Haunted House (The)"
4-8	"Horses"
8-655	"Kevin"
8-634	"Legend of the Magic Knives (The)"
4-517	"Magic of Communicating"
4-2	"Making Haiku"
4-582	"Once There Were Bluebirds"
12-753	"Selfish Giant (The)"
4-589	"Snow"
4-250	"Story Acting is Fun"
16-523	"White Mane"

Grade Five

4-588	"Africa"
4-53	"Building Better Paragraphs"
4-536	"Casey at the Bat"
8-633	"Follow Mr. Willoughby"
8-641	"Get the Message"
4-592	"Good Goodies"
8-373	"Improving Your Oral Reports"
8-765	"Painting With Words"
8-628	"Story of Zackary Zween"
4-276	"We Discover the Dictionary"
12-525	"Winter of the Witch"

Grade Six

8-779	"The Jail Door Went Clang"
4-79	"Leaf"
8-778	"The Man Who Bought Monday Night"
8-777	"Mean, Nasty, Ugly Cinderella"
8-631	"The Perils of Priscilla"
8-616	"A Rainy Day Story"
8-322	"Saga of Windwagon Smith"
8-620	"Searching Eye"
8-80	"Teiva"
8-776	"What's Riding Hood Without the Wolf?"

As the charts suggest, the chapters and units that are blocked together might be taught simultaneously. The units that are positioned to the right of and just below a chapter or chapters might be covered after the chapter material has been completed.

TEACHING OPTIONS FOR NEW DIRECTIONS IN ENGLISH* 6

FACTS AND FLIGHTS OF FANCY

PLAN I

Chapters	Units
1 Language and culture 2 Classification	
	1 Avoiding ambiguity in writing
8 Sentence patterns	2 Writing comparisons; using specific nouns 3 Using effective verbs
9 Expanding sentences	4 Using modifiers
10 Combining sentences	5 Using compound sentences 6 Using complex sentences
11 Language usage	
6 Summarizing	7 Using details 8 Developing a paragraph from a topic sentence 9 Positioning the topic sentence
5 The newspaper	
	10 Relating ideas 11 Expanding ideas 12 Compressing ideas 13 Limiting ideas
3 Language history	
7 Evidence, inference, and verification	
	14 Unifying ideas 15 Organizing ideas 16 Using transitions
4 Graphic symbols	
	17 Using sense impressions 18 Editing and revising

Plan I allows the study of grammar to begin early in the school year. The composition units are taught in sequence.

PLAN II

Chapters	Units
1 Language and culture 2 Classification	
	1 Avoiding ambiguity in writing
8 Sentence patterns	2 Writing comparisons; using specific nouns 3 Using effective verbs
3 Language history	
9 Expanding sentences	4 Using modifiers
4 Graphic symbols	
10 Combining sentences	5 Using compound sentences 6 Using complex sentences
6 Summarizing	7 Using details 8 Developing a paragraph from a topic sentence 9 Positioning the topic sentence
5 The newspaper	
	10 Relating ideas 11 Expanding ideas 12 Compressing ideas 13 Limiting ideas
7 Evidence, inference, and verification	
	14 Unifying ideas 15 Organizing ideas 16 Using transitions
11 Language usage	
	17 Using sense impressions 18 Editing and revising

Plan II begins grammar study early in the school year. Other language chapters are scheduled between the grammar chapters. The composition units are taught in sequence.

PLAN III

Chapters	Units
1 Language and culture 2 Classification	
	1 Avoiding ambiguity in writing
3 Language history 4 Graphic symbols	
8 Sentence patterns	2 Writing comparisons; using specific nouns 3 Using effective verbs
9 Expanding sentences	4 Using modifiers
10 Combining sentences	5 Using compound sentences 6 Using complex sentences
6 Summarizing	7 Using details 8 Developing a paragraph from a topic sentence 9 Positioning the topic sentence
5 The newspaper	
	10 Relating Ideas 11 Expanding ideas 12 Compressing ideas 13 Limiting ideas
7 Evidence, inference, and verification	
	14 Unifying ideas 15 Organizing ideas 16 Using transitions
11 Language usage	
	17 Using sense impressions 18 Editing and revising

Plan III organizes the language chapters according to the nature of language (1, 2, 3, 4, 8, 9, and 10) and the uses of language (6, 5, 7, and 11). The composition units are taught in sequence.

PLAN IV

Chapters	Units
1 Language and culture 2 Classification	
	1 Avoiding ambiguity in writing
3 Language history	
4 Graphic symbols	
5 The newspaper	
	7 Using details 10 Relating ideas 11 Expanding ideas 12 Compressing ideas
6 Summarizing	8 Developing a paragraph from a topic sentence 9 Positioning the topic sentence
7 Evidence, inference, and verification	
	13 Limiting ideas 14 Unifying ideas 15 Organizing ideas 16 Using transitions 17 Using sense impressions
8 Sentence patterns	2 Writing comparisons; using specific nouns 3 Using effective verbs
9 Expanding sentences	4 Using modifiers
10 Combining sentences	5 Using compound sentences 6 Using complex sentences
11 Language usage	
	18 Editing and revising

Plan IV presents the language chapters in sequence: the nature of language (1, 2, 3, 4), the uses of language (5, 6, 7), the structure of language (8, 9, 10), and the appropriateness of language (11). The composition units are reorganized to correlate with the language chapters.

DIAGNOSTIC TEST: USAGE

1. Underline the correct word in the following sentences:

    1. We (were, was) ten minutes late.
    2. She bought a hat for (me, I).
    3. The puppy chewed (my, mine) shoes.
    4. Trudy (sits, sets) on the beach all day.
    5. Chickens (lay, lie) eggs.
    6. Roger (play, plays) the trumpet.
    7. The boys (have gone, have went) to the circus.
    8. Please do not (let, leave) him alone in the house.
    9. That crow has (stolen, stole) the seeds again.
    10. Their senator (has knowed, has known) the President for several years.

2. Determine whether the following sentences are written correctly. If they are correct, write correct on the line under the sentence. If they have any errors, rewrite the sentence correctly on the line below.

    1. The girls don't have nothing to do tonight.

    ____

    2. One of the buses leaves at 8:00 A.M.

    ____

    3. The colors of this here rainbow changes fast.

    ____

    4. Everyone of them horses need to be groomed.

    ____

    5. Their is a bright red car in front of you're house.

    ____

    6. We were going to the ball game tomorrow.

    ____

    7. My sister she went to the movie.

    ____

8. The baby doesn't chew her food.

9. The teacher gived each one a apple.

10. They have did their work early.

3. Underline the correct word within the (parenthesis) in the following paragraph:

After breakfast everyone (clean, cleans) his cabin. Then the campers (divide, divides) into groups. One group of horseback riders (explore, explores) long trails. Barb (ride, rides) gentler horses on short trails. A beginning swimmer (swim, swims) in a shallow pool. Boys who are good swimmers (learn, learns) to dive in the deep river. Excellent swimmers (paddle, paddles) canoes up the river. Anyone who wants to learn archery (take, takes) a special class.

4. Complete each sentence by placing the correct word in the blank.

1. This book is not __________ own copy.
2. __________ going to be late for class.
3. They're stopping at the house to see __________ new puppy.
4. The class divided the treat __________ them.
5. We would rather go at noon __________ after school.
6. You are to be in __________ own room by 9:15 p.m.
7. __________ him do it as soon as the ball game is over.
8. They have __________ a story that is three pages long.
9. The boy __________ ran in front of the car was late.
10. Bradley __________ to the other side of the pool.

DIAGNOSTIC TEST: USAGE ANSWER KEY

1. Underline the correct word in the following sentences:
    1. We (**were**, was) ten minutes late.
    2. She bought a hat for (**me**, I).
    3. The puppy chewed (**my**, mine) shoes.
    4. Trudy (**sits**, sets) on the beach all day.
    5. Chickens (**lay**, lie) eggs.
    6. Roger (play, **plays**) the trumpet.
    7. The boys (**have gone**, have went) to the circus.
    8. Please do not (let, **leave**) him alone in the house.
    9. That crow has (**stolen**, stole) the seeds again.
    10. Their senator (has knowed, **has known**) the President for several years.

2. Determine whether the following sentences are written correctly. If they are correct, write correct on the line under the sentence. If they have an error, rewrite the sentence correctly on the line below.
    1. The girls don't have nothing to do tonight.
       The girls don't have anything to do tonight.
    2. One of the buses leaves at 8:00 A.M.
       Correct
    3. The colors of this here rainbow changes fast.
       The colors of this rainbow change fast.
    4. Everyone of them horses need to be groomed.
       Everyone of those horses needs to be groomed.
    5. Their is a bright red car in front of you're house.
       There is a bright red car in front of your house.
    6. We were going to the ball game tomorrow.
       Correct
    7. My sister she went to the movie.
       My sister went to the movie.
    8. The baby doesn't chew her food.
       Correct
    9. The teacher gived each one a apple.
       The teacher gave each one an apple.
    10. They have did their work early.
        They have done their work early.

3. Underline the correct word within the (parenthesis) in the following paragraph:
   After breakfast everyone (clean, **cleans**) his cabin. Then the campers (**divide**, divides) into groups. One group of horseback riders (explore, **explores**) long trails. Barb (ride, **rides**) gentler horses on short trails. A beginning swimmer (swim, **swims**) in a shallow pool. Boys who are good swimmers (**learn**, learns) to dive in the deep river. Excellent swimmers (**paddle**, paddles) canoes up the river. Anyone who wants to learn archery (take, **takes**) a special class.

4. Complete each sentence by placing the correct word in the blank.
   (**Teacher** - Accept any word that correctly fits the blank)
    1. This book is not ______________ own copy.
    2. ___________ going to be late for class.
    3. They're stopping at the house to see __________ new puppy.
    4. The class divided the treat ____________ them.
    5. We would rather go at noon __________ after school.
    6. You are to be in __________ own room by 9:15 p.m.
    7. __________ him do it as soon as the ball game is over.
    8. They have __________ a story that is three pages long.
    9. The boy __________ ran in front of the car was late.
    10. Bradley __________ to the other side of the pool.

DIAGNOSTIC TEST: SEMANTICS AND DIALECTS

1. Circle the one word in parentheses that is not a synonym for the underlined word. Use your dictionary or a Thesaurus to check unfamiliar words.

   1. weak (helpless, fragile, delicate, dismal)
   2. wrong (illegal, valid, sinister, wicked)
   3. cruel (brutal, savage, barbaric, merciful)
   4. said (expressed, uttered, arranged, told)
   5. sick (ailing, unhealthy, vigorous, ill)
   6. simple (ornate, plain, homely, common)
   7. fear (dismay, horror, elegance, dread)
   8. hate (dislike, detest, admire, resent)
   9. heavy (dense, thick, moderate, leaden)
   10. quiet (calm, lively, placid, serene)

2. Write the synonym that more exactly completes each sentence. Use your dictionary or a Thesaurus to help you make your decision.

   1. You would give a (donation, gift) ____________________ to a charitable organization.
   2. Most patriotic people express (love, affection) ________________ for their country.
   3. Apples are (plucked, taken) ___________________ from trees.
   4. Some dishonest bank tellers have been known to (steal, embezzle) ____________ funds from their banks.
   5. A drowning man would seek to (grab, clutch) ______________________ a floating log.
   6. Some trees, like the evergreen, are (perennial, perpetual) ____________________.

3. Write the number of the word in the first column that is the antonym of the word in the second column.

1.	over	_______	under	5.	love	_______	always
2.	begin	_______	wrong	6.	alive	_______	most
3.	right	_______	wide	7.	least	_______	hate
4.	narrow	_______	finish	8.	never	_______	dead

4. In each sentence, write the antonym of the underlined word.

   1. New York is far from Chicago, but Evanston is ____________________ to it.
   2. He turned to the right when he should have turned to the ____________________.
   3. The day is light, but at night it is ____________________.
   4. We traveled up and ____________________ the hills.
   5. Did you find the key that you ____________________?
   6. The big cow has a ____________________ calf.
   7. Please answer yes or ____________________.
   8. He went the same way that he ____________________.
   9. My sister is thin, but my brother is ____________________.
   10. Yesterday she was sick; today she is ____________________ again.

5. Write a homonym for each of these words:

   1. ate ____________________
   2. tail ____________________
   3. no ____________________
   4. sun ____________________
   5. past ____________________
   6. flour ____________________
   7. new ____________________
   8. plane ____________________
   9. sail ____________________
   10. hole ____________________
   11. aloud ____________________
   12. be ____________________
   13. billed ____________________
   14. fair ____________________
   15. buy ____________________
   16. pears ____________________
   17. higher ____________________
   18. meet ____________________
   19. piece ____________________
   20. grate ____________________

6. For each underlined word, there is another word that is its homonym. Write that word in the next sentence.

   1. Put the books over there.

      ____________________ books are harder than ours.

   2. The driver of a car has to know how to use the brake.

      If you drop the dish, it will ____________________.

3. We rode to Kansas City this week.

The ____________________ was very bumpy.

4. I sent for a book through the mail.

The book cost a dollar and one ____________________.

5. I will get the books for you.

There are ____________________ apples on the table.

DIAGNOSTIC TEST: SEMANTICS AND DIALECTS ANSWER KEY

1. Circle the one word in parentheses that is not a synonym for the underlined word. Use your dictionary or a Thesaurus to check unfamiliar words.

   1. weak (helpless, fragile, delicate, [✓ dismal])
   2. wrong (illegal, [✓ valid], sinister, wicked)
   3. cruel (brutal, savage, barbaric, [✓ merciful])
   4. said (expressed, uttered, [✓ arranged], told)
   5. sick (ailing, unhealthy, [✓ vigorous], ill)
   6. simple ([✓ ornate], plain, homely, common)
   7. fear (dismay, horror, [✓ elegance], dread)
   8. hate (dislike, detest, [✓ admire], resent)
   9. heavy (dense, thick, [✓ moderate], leader)
   10. quiet (calm, [✓ lively], placid, serene)

2. Write the synonym that more exactly completes each sentence. Use your dictionary or a Thesaurus to help you make your decision.

   1. You would give a (donation, gift) donation to a charitable organization.
   2. Most patriotic people express (love, affection) love for their country.
   3. Apples are (plucked, taken) plucked from trees.
   4. Some dishonest bank tellers have been known to (steal, embezzle) embezzle funds from their banks.
   5. A drowning man would seek to (grab, clutch) clutch a floating log.
   6. Some trees, like the evergreen, are (perennial, perpetual) perennial.

3. Write the number of the word in the first column that is the antonym of the word in the second column.

1.	over	1	under	5.	love	8	always
2.	begin	3	wrong	6.	alive	7	most
3.	right	4	wide	7.	least	5	hate
4.	narrow	2	finish	8.	never	6	dead

4. In each sentence, write the antonym of the underlined word.

   1. New York is far from Chicago, but Evanston is near to it.
   2. He turned to the right when he should have turned to the left.
   3. The day is light, but at night it is dark.
   4. We traveled up and down the hills.
   5. Did you find the key that you lost?
   6. The big cow has a little calf.
   7. Please answer yes or no.
   8. He went the same way that he came.
   9. My sister is thin, but my brother is fat.
   10. Yesterday she was sick; today she is well again.

5. Write a homonym for each of these words.

1.	ate	eight	11.	aloud	allowed
2.	tail	tale	12.	be	bee
3.	no	know	13.	billed	build
4.	sun	son	14.	fair	fare
5.	past	passed	15.	buy	by
6.	flour	flower	16.	pears	pairs
7.	new	knew	17.	higher	hire
8.	plane	plain	18.	meet	meat
9.	sail	sale	19.	piece	peace
10.	hole	whole	20.	grate	great

6. For each underlined word, there is another word that is its homonym. Write that word in the next sentence.

1. Put the books there.
   Their books are harder than ours.
2. The driver of a car has to know how to use the brake.
   If you drop the dish, it will break.
3. We rode to Kansas City this week.
   The road was very bumpy.
4. I sent for a book through the mail.
   The book cost a dollar and one cent.
5. I will get the books for you.
   There are four apples on the table.

DIAGNOSTIC TEST: GRAMMAR

I. A. Cross out the word that does not belong in each grouping.

1) Asia, Africa, Minnesota, Europe
2) gorillas, bears, alligators, cats
3) tall, warm, short, skinny
4) apron, doll, hat, raincoat
5) apples, lemons, limes, grapefruit

B. Explain your choices.

II. The following words can be classified into two groups. Decide what classification to use, and put each word in the right classification

1) bed
2) ran
3) went
4) broke
5) submarine
6) satellite
7) glass
8) answered
9) surfers
10) football
11) write
12) speak
13) screamed
14) door
15) letter
16) creaked
17) wind
18) Bob
19) Bloomington
20) built

III. Word order and meaning: Unscramble the following sentences:

1) In sentences appear words in order.

2) Stalled in traffic the car was.

3) Off the light turn.

4) Ran the boys to the park.

5) On our block tag play the children.

6) To me them please send.

7) The city light many lamps.

IV. Write the plural form of the following words:

1) leaf
2) dog
3) car
4) potato
5) baby
6) decoy
7) boy
8) fly
9) dish
10) horse
11) lunch
12) dress
13) box
14) buzz
15) flag
16) lamb
17) number
18) hatch
19) month
20) key

V. Underline the noun part in each of the following sentences:

1) An overcoat may be necessary in winter.
2) Many houses were hit.
3) We saw several children.
4) Each girl chose wisely.
5) Both children ran home
6) The dress fit every girl there.
7) Jack threw the ball.

VI. A. Complete each sentence by adding a noun.

1) The ____________________ felt very warm.
2) ______________________left for school early.
3) I wanted to go to the ___________________.
4) The boy ate two ______________________.
5) Children ask many _________________________.

B. Explain in your own words what a noun is. Give 3 examples.

VII. Use two of each of the nouns you listed in sentences.

VIII. A. Underline the verb part in each sentence.

1) He wanted the ball.
2) The girl baked a cake.
3) The car runs well.
4) She skates with skill.
5) I was dancing beautifully.
6) Swimming turns me on!
7) The letter was well written.
8) He has spoken to them.

IX. Identify the verb in each of the following sentences by underlining each one:

1) The canary sang.
2) Jack flashed the light in his eyes.
3) Three girls were on the corner.
4) The rabbit dashed through the gate.
5) There is a ball on the roof.
6) Jane washed her bicycle.

X. Put the above sentences into three groups. Study each one. Each group will have two sentences that are similar to each other.

Group 1-

____

____

Group 2

____

____

Group 3

____

____

XI. Adjective identification: Circle adjectives or the adjective phrases in the following sentences.

1) The tall boy hit his head on the door.
2) I want the yellow car on the table.
3) She has a super dress!
4) They sent a written invitation.
5) The broken bottle cut his foot.

XII. Adverb identification: Place a box around each adverb or adverb phrase in the following sentences.

1) Fay can run fast.
2) Leaves change color in the fall.
3) Ten horses galloped swiftly by the gate.
4) I go to the store often.
5) The moon shines brightly at night.

XIII. In the following sentences, please be sure to follow all of these directions:

Underline the noun part once.

Underline the verb part twice.

Draw a circle around each adjective or adjective phrase.

Draw a box around each adverb or adverb phrase.

1) Several sailors saluted their superior officers.

2) The ancient Romans built many temples in the city.

3) The giant reptile moved slowly along the sidewalk.

4) We took a walk after dinner.

5) After midnight all the baby frogs are sleeping soundly.

DIAGNOSTIC TEST: GRAMMAR ANSWER KEY

I. A.
1. Asia, Africa, Europe - names of continents
2. gorillas, bears, alligators - names of wild animals
3. tall, short, skinny - all words that describe size
4. apron, hat, raincoat - all are things to wear
5. apples, lemons, limes - all are smaller or about the same size.

B. See above

II.

Nouns	Verbs
1. bed	2. ran
5. submarine	3. went
6. satellite	4. broke
7. glass	8. answered
9. surfers	11. write
10. football	12. speak
14. door	13. screamed
15. letter	16. creaked
17. wind	20. built
18. Bob	
19. Bloomington	

III.
1. Words appear in order in sentences.
2. The car was stalled in traffic.
3. Turn the light off.
4. The boys ran to the park.
5. The children on our block play tag.
6. Please send them to me.
7. Many lamps light the city.

IV.
1. leaves
2. dogs
3. cars
4. potatoes
5. babies
6. deco
7. boys
8. flies
9. dishes
10. horses
11. lunches
12. dresses
13. boxes
14. buzzes
15. flags
16. lambs
17. numbers
18. hatches
19. months
20. keys

XI.
1. The tall boy hit his hand on the door.
2. I want the yellow car on the table.
3. She has a super dress.
4. They sent a written invitation.
5. The broken bottle cut his foot.

XII.
1. Fay can run fast.
2. Leaves change color in the fall.
3. Ten horses galloped swiftly by the gate.
4. I go to the store often.
5. The moon shines brightly at night.

XIII.
1. Several sailors saluted their superior officers
2. The ancient Romans built many temples in the city.
3. The giant reptile moved slowly along the sidewalk.
4. We took a walk after dinner.
5. After midnight all the baby frogs are sleeping soundly.

DIAGNOSTIC TEST: BASIC SENTENCE PARTS

A. Put a "S" before each group of words that is a sentence.

_____ 1. My Side of the Mountain by Jean George is a very exciting book.
_____ 2. Were named Phil and Bob.
_____ 3. Both the boy and the girl had bright red hair.
_____ 4. One night they overheard their father and mother talking.
_____ 5. Plans for a journey across the blue hills.
_____ 6. The children decided they would follow their father and mother.
_____ 7. Would then have to take them the rest of the way.
_____ 8. Everything turned out as they had planned.
_____ 9. On the way trouble with the tree people.
_____10. Caught Fred and was going to run away with him.
_____11. Fred's mother saved him just in time.
_____12. Were then frightened by Fred's father.
_____13. The tree people quickly returned to their trees to get out of sight.
_____14. The family then went on until they reached the top of the blue hills.
_____15. Would see where the sun came from.

B. Draw a line under the noun part (NP) of each of these sentences.

1. The trip home had another adventure.
2. This adventure caught Dick by surprise.
3. Mary carried the pail of fish.
4. The fish splashed around happily.
5. One of the fish looked a little larger than the others.

C. In each of these sentences, draw two lines under the verb part (VP).

1. Mary's right hand went into the pail.
2. His fingers touched the fish gently.
3. No one in the group stopped him.
4. A big surprise lay in store for Sally.
5. Something sharp dug sharply into her hand.

D. In these sentences, draw one line under each noun part (NP). When you have finished doing this, draw two lines under each verb part (VP).

1. Dick's howls sounded loudly.
2. Miss Lane looked at the fish closely.
3. An exclamation of surprise came from her.
4. A baby catfish swam in the pail.
5. Sharp horns stood out from its head.
6. There comes the new bus.
7. Al looked in the pail with the others.
8. The baby catfish gave Jake a mean look.
9. The little brown dog ran away quickly.
10. All the boys and girls laughed and laughed.

DIAGNOSTIC TEST: BASIC SENTENCE PARTS ANSWER KEY

A. Put a "S" before each group of words that is a sentence.

1. S
2.
3. S
4. S
5.
6. S
7.
8. S
9.
10.
11. S
12.
13. S
14. S
15.

B. Draw a line under the noun part (NP) of each of these sentences:

1. The trip home had another adventure.
2. This adventure caught Dick by surprise.
3. Mary carried the pail of fish.
4. The fish splashed around happily.
5. One of the fish looked a little larger than the others.

C. In each of these sentences, draw two lines under the verb part (VP).

1. Mary's right hand went into the pail.
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D. In these sentences, draw one line under the noun part (NP). When you have finished doing this, draw two lines under each verb part (VP).

1. Dick's howls sounded loudly.
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7. Al looked in the pail with the others.
8. The baby catfish gave Jake a mean look.
9. The little brown dog ran away quickly.
10. All the boys and girls laughed and laughed.

DIAGNOSTIC TEST: CAPITALIZATION AND PUNCTUATION

Re-write the following sentences making all corrections necessary.

1. i need paper pencils and chalk

2. mrs. e a miller is the librarian and the spanish teacher at hillside school

3. is your favorite month january or march asked mary

4. joe the teams captain isn't going to springfield illinois

5. there were forty five letters sent to reader's digest

6. the boys asked mother if she enjoyed watching the minnesota north stars

7. did the mayflower land at plymouth MA

8. the mississippi river touches the borders of minnesota iowa missouri and louisiana

9. we travelled to mexico during our easter vacation

10. harry said we aren't going to visit the indians on thursday

11. doris likes red roses but sandy prefers white ones

12. any month which has warm weather answered tony is fine with me

13. helen when the bell rings at three oclock social studies class will be over

14. spelling is not as easy as math french or english

15. george was reading little house in the big woods

16. all right she exclaimed

17. on monday may 10 1964 the smith family moved from fairmont ohio to their new home in rochester minnesota

DIAGNOSTIC TEST: CAPITALIZATION AND PUNCTUATION

ANSWER KEY

1. I need pencils, paper, and chalk.
2. Mrs. E. A. Miller is the librarian and the Spanish teacher at Hillside School.
3. "Is your favorite month January or March?" asked Mary.
4. Joe, the team's captain, isn't going to Springfield, Illinois.
5. There were forty-five letters sent to Reader's Digest.
6. The boys asked mother if she enjoyed watching the Minnesota North Stars.
7. Did the Mayflower land at Plymouth, MA?
8. The Mississippi River touches the borders of Minnesota, Iowa, Missouri and Louisiana.
9. We travelled to Mexico during our Easter vacation.
10. Harry said, "We aren't going to visit the Indians on Thursday."
11. Doris likes red roses, but Sandy prefers white ones.
12. "Any month which has warm weather," answered Tony, "is fine with me."
13. Helen, when the bell rings at three o'clock, this social studies class will be over.
14. Spelling is not as easy as math, French, or English.
15. George was reading Little House in the Big Woods.
16. "All right!" she exclaimed.
17. On Monday, May 10, 1964, the Smith family moved from Fairmont, Ohio, to their new home in Rochester, Minnesota.

ANSWER KEY

Sentence	Capitalization Skills	Punctuation Skills
1. I	1, 2	
pencils, paper, and chalk.		9, 1
2. Mrs. E. A. Miller	31, 2	3
Spanish teacher	27	
Hillside School.	8	1
3. "Is	2	8
January or March?"	6	4, 8
asked Mary.	24	1
4. Joe, the team's captain,	2, 24	24, 14
isn't		13
Springfield, Il.	9, 10	23, 1
5. There were forty-five	2	17
Reader's Digest.	16	1, 19
6. The	2	
Minnesota North Stars.	27	1
7. Did	2	
Mayflower	21	
Plymouth, MA.?	9, 10	23, 2, 4
8. The Mississippi River	2, 32	
Minnesota, Iowa,	10	9
Missouri, and Louisiana.	10	9, 1
9. We	2	
South to Mexico	23, 11	
Easter vacation.	7	1
10. Harry said,	2, 24	6
"We aren't	30	8, 13
Indians on Thursday."	18, 5	1
11. Doris	2, 24	
Sandy	24	
ones.		1
12. "Any	2	8
weather,"		6, 8
Tony,	24	6
"is fine with me."		1, 8
13. Helen,	2, 10	12
o'clock,		13, 12
will be over.		
14. Spelling	2	
math, French, and English	20	
15. George	2, 24	
Little House in the Big Woods.	16	19, 1
16. "All right!"	2	5, 8
she exclaimed.		1
17. On	2	
Monday,	5	22
May 10, 1964,	6	22
Smith	24	
Fairmont, Ohio,	9, 10	23
Rochester, Minnesota	9, 10	23, 1

GUIDELINE OF SKILLS: CAPITALIZATION

GRADE SIX

Capitalize:	Name							
1. I								
2. first word in a sentence								
3. one and two word story titles								
4. story titles of more than two words								
5. days of the week								
6. months								
7. holidays								
8. schools								
9. cities								
10. states								
11. countries								
12. streets								
13. buildings								
14. parks								
15. companies								
16. names of books and magazines								
17. religions								
18. races of people								
19. nationalities								
20. languages								
21. ships, planes, trains								
22. geographical features								
23. words used to designate a particular area								
24. names of people								
25. names of pets								
26. words used in place of names								
27. name titles								
28. first word in a greeting of a letter								
29. first word in a closing of a letter								
30. first word in a direct quotation								
31. initials and certain abbreviations								
32. rivers								

GUIDELINES OF SKILLS: PUNCTUATION

GRADE SIX

Punctuation:	Name							
1. period at end of statement								
2. period with abbreviations								
3. period with initials								
4. question mark at end of question								
5. exclamation mark to show strong feeling								
6. comma in direct quotation								
7. ending marks in direct quotation								
8. quotation marks in direct quotation								
9. comma to separate items in a series								
10. comma in direct address								
11. comma to set off yes and no								
12. comma to set off introductory words or phrases								
13. apostrophe in contractions								
14. apostrophe in possessives								
15. colon after greeting in business letter								
16. colon preceding a list								
17. hyphen to write numbers twenty-one through ninety-nine								
18. hyphen to divide words at end of line								
19. underline book, magazine, and newspaper titles								
20. quotation marks to enclose the titles of short stories, poems, songs, articles, and chapters of books								
21. comma after greeting in friendly letter								
22. comma in dates								
23. comma to separate city from state								
24. comma to set off appositives								

DIAGNOSTIC TEST: COMMAS

Directions: Place commas where they are needed.

1. If Alice needs help she should ask for it
2. Robins bluejays and wrens bathe in our birdbath.
3. The Barnum Museum is located at 804 Main Street Bridgeport Connecticut.
4. Yes Mike guessed the right answer.
5. You have enough time but you have to purchase a ticket first.
6. Poison ivy you know has three shiny leaves.
7. The children ran jumped and played tag during recess.
8. I read fast so I go to the library every week for new books.
9. The new school was dedicated on September 8 1970.
10. During twilight accidents happen frequently.
11. Janet you should stand between Ruth and Linda.
12. He said "Our league won the trophy last summer."

DIAGNOSTIC TEST: COMMAS ANSWER KEY

Directions: Place commas where they are needed.

1. If Alice needs help, she should ask for it.
2. Robins, bluejays, and wrens bathe in our birdbath.
3. The Barnum Museum is located at 804 Main Street, Bridgeport, Connecticut.
4. Yes, Mike guessed the right answer.
5. You have enough time, but you have to purchase a ticket first.
6. Poison ivy, you know, has three shiny leaves.
7. The children ran, jumped, and played tag during recess.
8. I read fast, so I go to the library every week for new books.
9. The new school was dedicated on September 8, 1970.
10. During twilight, accidents happen frequently.
11. Janet, you should stand between Ruth and Linda.
12. He said, "Our league won the trophy last summer."

DIAGNOSTIC TEST: PROOFREADING

Directions: Proofread the following letter for errors in capitalization and punctuation. Write your corrections above the errors and then recopy the letter correctly.

874 will drive

San Francisco california

september 20 1973

dear mom and dad

i am having a miserable time at camp i wish i were home I won the prize for having the most mosquito bites I have seen twenty seven George Wilson my best friend has nineteen bites i also have poison ivy

last monday we went swimming i almost drowned. The lifeguard saved me but i still feel all wet

Yesterday we went for a hike in the woods it wasnt a very good idea. I tripped on a tree root and fell in the mud. My picnic lunch fell in with me neither of us liked it.

I miss you and all the guys at home please send me a new sweatshirt I used mine to wrap up a hurt bird. He bled all over it I miss you

your son
marvin

DIAGNOSTIC TEST: PROOFREADING **ANSWER KEY**

Directions: Proofread the following letter for errors in capitalization and punctuation. Write your corrections above the errors and then recopy the letter correctly.

W D
874 ~~w~~ill ~~d~~rive
C
San Francisco, ~~c~~alifornia
S
~~s~~eptember 20, 1973

D M D
~~d~~ear ~~m~~om and ~~d~~ad,
I I I
~~i~~ am having a miserable time at camp. ~~i~~ wish ~~i~~ were home. I won the
prize for having the most mosquito bites. I have seen twenty-seven. George
I
Wilson, my best friend, has nineteen bites. ~~i~~ also have poison ivy.
L M I
~~l~~ast ~~m~~onday we went swimming. ~~i~~ almost drowned. The lifeguard saved
I
me, but ~~i~~ still feel all wet.
I
Yesterday we went for a hike in the woods. ~~i~~t wasn't a very good idea.
I tripped on a tree root and fell in the mud. My picnic lunch fell in with
N
me. ~~n~~either of us liked it.
P
I miss you and all the guys at home. ~~p~~lease send me a new sweatshirt.
I used mine to wrap up a hurt bird. He bled all over it. I miss you.

Y
~~y~~our son,
M
~~m~~arvin

DIAGNOSTIC TEST: DICTIONARY, PART 1

(This test should be given in two parts. Dictionaries should not be used with this part.)

1. Number these words so that they are in correct alphabetical order. In the first two groups of words, you will have to look at only the first letter of each word. In the last two groups, you will have to look at the second letter of each word.

A	B	C	D
_____ pony	_____ Jane	_____ children	_____ wolf
_____ camel	_____ Billy	_____ cart	_____ wife
_____ mule	_____ Dick	_____ clothes	_____ wheel
_____ elephant	_____ Ann	_____ country	_____ week
_____ donkey	_____ Tom	_____ circus	_____ wagon

2. At the top of each page of a dictionary are two guide words. The one on the left tells you the first word on the page. The one on the right tells you what the last word on the page is.

Here are four pairs of guide words. Under each pair are five words. Cross out the two words in each group that you would not find on that page of the dictionary.

bit-blacken	headpiece-hearty	kick-king	nothing-number
1. bite	1. heart	1. keyhole	1. noun
2. blackberry	2. hear	2. kind	2. nail
3. baby	3. hope	3. kindhearted	3. notice
4. butter	4. heartsick	4. knock	4. never
5. blackbird	5. half	5. kill	5. now

3. When you have a number of words beginning with the same first two letters, you have to look at the third letter. Number the words in each list in alphabetical order.

A	B	C	D
_____ cluck	_____ march	_____ sell	_____ their
_____ cloth	_____ machine	_____ servant	_____ though
_____ cliff	_____ master	_____ second	_____ threw
_____ clean	_____ maybe	_____ September	_____ thick
_____ claw	_____ made	_____ sea	_____ thank

4. In numbering these words, you must look at the fourth letter of each word.

A	B	C	D
_____ shovel	_____ cloud	_____ then	_____ stand
_____ short	_____ clown	_____ these	_____ stage
_____ shop	_____ cloth	_____ there	_____ star
_____ show	_____ close	_____ their	_____ stair

DIAGNOSTIC TEST: DICTIONARY PART 1 ANSWER KEY

(This test should be given in two parts. Dictionaries should not be used with this part.)

1. Number these words so that they are in correct alphabetical order. In the first two groups of words, you will have to look at only the first letter of each word. In the last two groups, you will have to look at the second letter of each word.

A		B		C		D	
5	pony	4	Jane	2	children	5	wolf
1	camel	2	Billy	1	cart	4	wife
4	mule	3	Dick	4	clothes	3	wheel
3	elephant	1	Ann	5	country	2	week
2	donkey	5	Tom	3	circus	1	wagon

2. At the top of each page of a dictionary are two guide words. The one on the left tells you the first word on the page. The one on the right tells you what the last word on the page is.

Here are four pairs of guide words. Under each pair are five words. Cross out the two words in each group that you would not find on that page of the dictionary.

bit-blacken	headpiece-hearty	kick-king	nothing-number
1. bite	1. heart	~~1.--keyhole~~	1. noun
2. blackberry	2. hear	2. kind	~~2.--nail~~
~~3.--baby~~	~~3.--hope~~	3. kindhearted	3. notice
~~4.--butter~~	4. heartsick	~~4.--knock~~	~~4.--never~~
5. blackbird	~~5.--half~~	5. kill	5. now

3. When you have a number of words beginning with the same first two letters, you have to look at the third letter. Number the words in each list in alphabetical order.

A		B		C		D	
5	cluck	3	march	3	sell	2	their
4	cloth	1	machine	5	servant	4	though
3	cliff	4	master	2	second	5	threw
2	clean	5	maybe	4	September	3	thick
1	claw	2	made	1	sea	1	thank

4. In numbering these words, you must look at the fourth letter of each word.

A		B		C		D	
3	shovel	3	cloud	2	then	3	stand
2	short	4	clown	4	these	1	stage
1	shop	2	cloth	3	there	4	star
4	show	1	close	1	their	2	stair

DIAGNOSTIC TEST: DICTIONARY, PART 2

1. Match the meanings of the words at the right with the underlined words in the sentences at the left by writing the correct letter in each blank. Use your dictionary if you need help.

_____ 1. Everyone was fast asleep.

_____ 2. The picture was fast against the wall.

_____ 3. The sports car was driven at a fast speed.

_____ 4. Many people planned to fast for two days.

_____ 5. A blond lock hung over his forehead.

_____ 6. Frances will lock the huge oak door.

_____ 7. A freighter passed through the lock.

_____ 8. The chest in the corner has a brass lock.

a. swift, speedy

b. to shut and fasten

c. firmly fixed or held

d. a curl of hair

e. to abstain from food

f. thoroughly

g. a device to fasten an object

h. a passageway for vessels

2. Put a "X" in front of each sentence that is true. Use your dictionary if you need help.

_____ 1. A moccasin can swim in water.

_____ 2. Books cannot wear jackets.

_____ 3. A sovereign can be carried in one's pocket or purse.

_____ 4. An amphibian can fly hundreds of miles and even carry passengers.

_____ 5. Keys cannot cause shipwrecks.

_____ 6. Kisses are made with sugar and whites of eggs.

_____ 7. An adder cannot slither up trees.

_____ 8. Java can be drunk.

_____ 9. You can eat a cobbler.

_____10. Mother is found in vinegar.

_____11. Cars can ride over grades.

_____12. No mule is built to spin fiber into yarn or thread.

3. After each sentence write the meaning of the underlined word. Use a dictionary if you need help.

   1. The meek boys withstood their chaff without a murmur.

   2. Valuable jewels lay heaped in the chest.

   3. The kite jealously guarded its eggs that rested in a craggy nest.

   4. In emergencies, Butler always acted with cool judgment.

   5. All his life the boy dreamed of becoming a Jack.

   6. After the performance of the last act, the gallery applauded enthusiastically.

   7. Samson was not made of the kind of fiber that resists temptation.

   8. Dr. Watson could not always fathom the reasoning of his friend, Sherlock Holmes.

   9. The value of land on the cape was very high.

DIAGNOSTIC TEST: DICTIONARY, PART 2 ANSWER KEY

1. Match the meanings of the words at the right with the underlined words in the sentences at the left by writing the correct letter in each blank. Use your dictionary if you need help.

f 1. Everyone was fast asleep.
c 2. The picture was fast against the wall.
a 3. The sports car was driven at a fast speed.
e 4. Many people planned to fast for two days.
d 5. A blond lock hung over his forehead.
b 6. Frances will lock the huge oak door.
h 7. A freighter passed through the lock.
g 8. The chest in the corner has a brass lock.

a. swift, speedy
b. to shut and fasten
c. firmly fixed or held
d. a curl of hair
e. to abstain from food
f. thoroughly
g. a device to fasten an object
h. a passageway for vessels

2. Put a "X" in front of each sentence that is true. Use your dictionary if you need help.

X 1. A moccasin can swim in water.
______ 2. Books cannot wear jackets.
X 3. A sovereign can be carried in one's pocket or purse.
X 4. An amphibian can fly hundreds of miles and even carry passengers.
______ 5. Keys cannot cause shipwrecks.
X 6. An adder cannot slither up trees.
______ 7. Java can be drunk.
X 8. You can eat a cobbler.
X 9. Kisses are made with sugar and whites of eggs.
X 10. Mother is found in vinegar.
X 11. Cars can ride over grades.
______ 12. No mule is built to spin fiber into yarn or thread.

3. After each sentence write the meaning of the underlined word. Use a dictionary if you need help.

1. The meek boys withstood their chaff without a murmur.
   good-natured joking
2. Valuable jewels lay heaped in the chest.
   a box with a lid used for holding things
3. The kite jealously guarded its eggs that rested in a craggy nest.
   a hawk with long, pointed wings
4. In emergencies, Butler always acted with cool judgment.
   unexcited, calm
5. All his life the boy dreamed of becoming a Jack.
   a sailor
6. After the performance of the last act, the gallery applauded enthusiastically.
   people who sit in a balcony of a theater
7. Samson was not made of the kind of fiber that resists temptation.
   character, nature
8. Dr. Watson could not always fathom the reasoning of his friend, Sherlock Holmes.
   get to the bottom of it; understand
9. The value of land on the cape was very high.
   a point of land extending into the water

DIAGNOSTIC TEST: FRIENDLY LETTER

Directions: Rewrite the following letter. Be sure to use correct punctuation and form.

127 Oak Drive Southport Indiana January 6 19___ Dear Allan Pete and I are planning a skiing party for the week of January 15 and would like you to be our guest. Will you be able to come? Sincerely Alfred

DIAGNOSTIC TEST: FRIENDLY LETTER ANSWER KEY

127 Oak Drive
Southport, Indiana
January 6, 19____

Dear Allan,

Pete and I are planning a skiing party for the week of January 15 and would like you to be our guest. Will you be able to come?

Sincerely,

Alfred

DIAGNOSTIC TEST: BUSINESS LETTER

Directions: Rewrite the following business letter. Be sure to use correct punctuation and form.

1643 North Park Drive Topeka Kansas April 7 19____ Ace Fastener Corporation 3415 North Ashland Avenue Chicago Illinois Dear Sirs Please send me three Pilot Stapling Machines, model 402. These are listed in your catalogue at $2.95 each. Enclosed please find a check for $10.32 to cover the cost of the machines and the shipping charges. We have purchased many of your products in the past and like them very much. Truly yours Martin B. Gosman

DIAGNOSTIC TEST: BUSINESS LETTER ANSWER KEY

1643 North Park Drive
Topeka, Kansas
April 7, 19____

Ace Fastener Corporation
3415 North Ashland Avenue
Chicago, Illinois

Dear Sirs:

Please send me three Pilot Stapling Machines, model 402. These are listed in your catalogue at $2.95 each. Enclosed please find a check for $10.32 to cover the cost of the machines and the shipping charges.

Truly yours,

Martin B. Gosman

"LEAF" Film Guide Questions

Introduction:

1. If you were a leaf, what would your life be like?
2. What happens to a leaf when it dies?
3. What can the leaf be compared to?

Follow-up:

1. What season do you think it was when this film was made?
2. How does it feel to be the leaf floating in the air? hitting the rocks? floating in the water? tumbling over the small waterfall?
3. How did the cameraman make this film? How did he have to prepare? Did he use just one leaf?

Activities:

1. View the film a second time and ask students to point out those things they observed on the second viewing that they missed on the first. (You may want to prepare the students for this before viewing.)
2. Students could be encouraged to photograph items or areas of natural beauty. They could then write about the pictures. The pictures could be shared with the other students with the encouragement for them to write about the picture.
3. Bring in and display pictures of various seasons. Students could write a poem (perhaps Haiku) describing each season or how they feel about each season.
4. Write a short story pretending you are the leaf. Tell what you feel and see. What experiences do you have?

"PERILS OF PRISCILLA" Film Guide Questions

Introduction:
1. Why do families have pets? Do people always provide proper care and protection for their pets?
2. As you view the film, notice where the camera seems to take the place of Priscilla; we see things through Priscilla's eyes. Decide how this affects the film.
3. As you view the film, imagine that you are the cat. What are your feelings?

Follow-up:
1. How are the ideas in this film communicated even though there is little speaking?
2. What events in the film would be confusing or frightening to you if you were the cat?
3. You are the cat. How do you feel when the dog eats your food? When the sprinkler system started and the dogs chased you?

Activities:
1. Finish the story. Tell what happens next to Priscilla.
2. What adventures might Priscilla have had, had she lived on a farm? Write about this.
3. Pretend that you are another kind of pet and write a story taking the part of that animal.

"A RAINY DAY STORY" Film Guide Questions

Introduction:

1. What do you like to do on a rainy day?
2. What happens when you daydream?
3. What if you could change something in your life to make it anything you wanted it to be? For example, what if the pencil sharpener became an ice cream maker? What else would you like to see happen?

Follow-up:

1. Most of the film is in color. Why did the film-maker use black and white film in certain segments of the film?
2. How do you think the boy felt about his younger brother?
3. In the film, what objects were used in a new way?

Activities:

1. Have the students "change" familiar objects in the room into new, imaginative objects (desk into a bulldozer, etc.).
2. Encourage the students to write rainy day stories while listening to some appropriate music.
3. Students can write, using any form of prose or poetry, about one of the following: (Use less than fifty words.)
    - - describe a clock as a villain
    - - describe a truck convoy as animals at night
    - - describe a woman as a bird or an insect
    - - describe the moon as a trapeze performer
    - - describe a group of mountains as a family
    - - describe the wind as an artist

"THE SAGA OF WINDWAGON SMITH" Film Guide Questions

Introduction:
1. How did people travel to the western section of the United States during the nineteenth century?
2. What do you know about the Oregon Trail and the Sante Fe Trail?
3. How was the conestoga wagon used during the time of settlement in the West?

Follow-up:
1. Is it true that ". . . in Kansas, the winds always blow?"
2. Why were the men in the film so eager to invest in the superwindwagon?
3. What or who was being referred to when the word "savages" was used?

Activities:
1. Write a tall tale on some event of western life.
2. Have the students do an oral chain story similar to".... Windwagon Smith." One person begins the story and several others add to it.
3. The children might enjoy making up their own new form of transportation and writing a story about it. Have them draw a sketch of what it might look like.
4. Write a tall tale about an imaginary event that took place in Rochester in the 1970's. This tall tale will be read by children in the year of 2055.

"THE SEARCHING EYE" Film Guide Questions

Vocabulary: contemplation, speculation

Introduction:

1. How have humans devised ways to go beyond their real vision?
2. How have humans attempted to overcome or go beyond the limits of nature?
3. Are there limits to what humans can do? If so, what are they?

Follow-up:

1. Ask again (to see how the film may influence their answers), "How have humans attempted to overcome or go beyond the limits of nature?"
2. What other growth can humans experience other than physical growth?
3. What is meant by constructive violence and destructive beauty? Can you give other examples besides those shown in the film?
4. What does the boy represent when he attempts to protect the castle? Why did he jump on it even though he had attempted to preserve it earlier?

Activities:

1. Tell what you would do if you were a bird (oral or written).
2. Students could write a poem on the quest of humans to overcome their limitations.
3. Encourage students to write a short story telling what it would be like if they could see through solid materials.

"TEIVA"   Film Guide Questions

Vocabulary: inpenetrable, undergrowth

Introduction:

1. How might your way of living be different if you were growing up on a Polynesian island? (This may be a good time to discuss the Polynesian island group, and its people, climate, and location.)
2. In the film we are about to watch, Teiva uses an adventurous event to prove his growth toward manhood. What kind of events mark the coming of manhood in our own society?
3. As you view the film, note the ways Teiva's day is different from yours.

Follow-up:

1. How did Teiva learn in preparation for adulthood?
2. In Teiva's world, is one sex more important than the other?
3. Was Teiva a responsible person?
4. What did you notice about Teiva's family? How is it similar or different from American families? (You may want to distinguish between various types of U. S. families, e.g. farm, metropolitan, suburban, etc.)
5. How does Teiva's diet differ from yours?
6. Do you think that the children on the island have respect for nature? Why or why not?

Activities:

1. Write a poem or story about "The Island of Silence."
2. Make a chart contrasting the ways of living in the U.S. and Polynesia.

POLYNESIA	UNITED STATES
1. Gather own food	1. Buy food at the grocery store

SPELLING LISTS

Before completing the elementary years, most children should demonstrate a proficiency in pronouncing, spelling, and using each of the words found on the four lists in the Appendix: "Dolch Basic Sight Vocabulary," "Homonyms," "100 Spelling Demons," and "Pollock Word List." Using the weekly lists in the spelling book to teach spelling can be effective; however, within those weekly lessons, time should be devoted to the study and mastery of words from the four lists.

DOLCH BASIC SIGHT VOCABULARY

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
be
because
been
before
best
better
big
black
blue
both
bring
brown
buy
by
call
came
can
carry
clean
cold
come
could
cut
did
do
does
done
don't
down
drew
drink
eat
eight
every
fall
far
fast
find
first
five
fly
for
found
four
from
full
funny
gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
him
his
hive
hold
hot
how
hurt
I
if
in
into
is
it
its
jump
just
keep
kind
know
laugh
let
light
like
little
long
look
made
make
many
may
me
much
must
my
myself
never
new
no
not
now
of
off
old
on
once
one
only
open
or
our
out
over
own
pick
play
please
pretty
pull
put
ran
read
red
ride
right
round
run
said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
stop
take
tell
ten
thank
that
the
their
them
then
there
these
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

100 SPELLING DEMONS

- ache
- again
- always
- among
- answer
- any
- been
- beginning
- believe
- blue
- break
- built
- busy
- business
- buy
- can't
- chose
- color
- coming
- cough
- could
- country
- dear
- doctor
- does
- done
- don't
- early
- easy
- enough
- every
- February
- forty
- friend
- grammar
- guess
- having
- hear
- heard
- here
- hoarse
- hour
- instead
- just
- knew
- know
- laid
- loose
- lose
- making
- many
- meant
- minute
- much
- none
- often
- once
- piece
- raise
- read
- ready
- said
- says
- seems
- separate
- shoes
- since
- some
- straight
- sugar
- sure
- tear
- their
- there
- they
- though
- through
- tired
- tonight
- trouble
- truly
- Tuesday
- too
- two
- used
- very
- wear
- Wednesday
- week
- where
- whether
- which
- whole
- women
- won't
- would
- write
- writing
- wrote
- half

HOMONYMS

altar - alter
ate - eight
base - bass
be - bee
bear - bare
beat - beet
berth - birth
blue - blew
bow - bough
break - brake
buy - by - bye
capital - capitol
ceiling - sealing
cell - sell
cent - sent - scent
cereal - serial
dear - deer
course - coarse
die - dye
do - dew
dun - done
faint - feint
fair - fare
fir - fur
flee - flea
flew - flu - flue
flower - flour
foul - fowl
forth - fourth
four - for - fore
hair - hare
haul - hall
hay - heigh - hey
heal - heel
heard - herd
here - hear
hoarse - horse
hour - our
lie - lye
made - maid
mail - male
meet - meat
nay - neigh
new - knew
night - knight
no - know
none - nun
not - knot
one - won
owe - oh
pain - pane
pair - pare - pear
peace - piece
peal - peel
plane - plain
principal - principle
rain - rein - reign
rap - wrap
read - reed
read - red
road - rode
real - reel
sail - sale
see - sea
seam - seem
seen - scene
sew - so - sow
sight - site - cite
some - sum
steak - stake
steal - steel
sun - son
tail - tale
their - there
through - threw
to - too - two
troop - troupe
vane - vein - vain
wade - weighed
waist - waste
wait - weight
wave - waive
way - weigh
week - weak
whole - hole
wood - would
write - right - rite
wrote - rote

POLLOCK WORD LIST

Most frequently misspelled words by junior high school pupils in their daily written work.

their
there
they're

too
to
two

receive

writing
written
write
writer
wrote

coming

until

friend

believe

separate
separately

usually
unusual

character

finally

doesn't
does

business

decision
decided
decide

interesting

through

where

whether
weather

college

tried

which

all right

government
governor

studying
studied

truly

always

because

disappoint

ambition

sincerely
sincere

library

bicycle

captain

describe
description

fierce

grammar

occur
occurred
occurrence

across

beautiful

disappear

Indian

place

stories
story

first

acquaint

before

presents

soldier

beginning
begin

our

speech

suggest

together

you're
your

chose

different

humor

necessary

ninth
ninety
nineteen

physical

scene

stopped

benefit

cousin

COMPOSITION PROGRESS CHART*

WRITING PROBLEMS														
PROOFREADING														
SPELLING ERRORS														
SUBJECT-VERB AGREEMENT														
RUN-ON SENTENCE														
INCOMPLETE SENTENCE														
TENSE CHANGE														
ORGANIZATION OF IDEAS														
PARAGRAPH STRUCTURE AND INDENTING PARAGRAPHS														
CAPITALIZATION ERRORS														
MARGIN														
PUNCTUATION														
PERIOD .														
COMMA ,														
APOSTROPHE '														
"QUOTATION MARKS"														
EXCLAMATION MARK! QUESTION MARK?														
DIVIDING WORDS AT END OF LINE														
USAGE ERRORS														
IDEAS NOT CLEAR														
NEATNESS														

*This is only a sample chart which requires modification according to the grade level at which it is used. It is recommended that a chart be attached within each student's writing folder for the student to record his progress in composition.

RECOMMENDED BOOKS TO READ TO CHILDREN

Grades Four, Five, Six

Anderson, Clarence	Afraid to Ride
Armstrong, William	Sounder
Asbjornsen, Peter	East of the Sun and West of the Moon
Baldwin, James	Story of Roland
Belpre, Pura	Perez and Martina
Benary-Isbert, Margot	The Ark
Berna, Paul	The Horse Without a Head
Borski, Lucia	The Jolly Tailor and Other Fairy Tales
Boston, L. M.	Treasure of Green Knowe
Bowman, James	Pecos Bill, The Greatest Cowboy of All Time
Brink, Carol Ryrie	Caddie Woodlawn
Brink, Carol Ryrie	Magical Melons
Calhoun, Mary	Katie John
Child Study Association	Castles and Dragons
Clark, Ann	Secret of the Andes
Courlander, Harold	Cow-Tail Switch and Other West African Stories
De Angeli, Marguerite	The Door In The Wall
DeBois, William	Twenty-One Balloons
D Jong, Meindert	Along Came A Dog
De Jong, Meindert	Hurry Home Candy
De Regniers, Beatrice	Catch A Little Fox
Dodge, Mary M.	Hans Brinker or The Silver Skates
DuSoe, Robert	Three Without Fear
Edmonds, Walter	The Matchlock Gun
Estes, Eleanor	The Moffats
Fenner, Phyllis	Giants and Witches and a Dragon or Two
Fillmore, Parker	The Shepherd's Nosegay; Stories from Finland and Czechoslovakia
Gates, Doris	Blue Willow
Gray, Elizabeth	Adam of the Road
Hale, Lucretia	The Complete Peterkin Papers
Henry, Margaret	Brighty of the Grand Canyon
Hodges, C. Walter	Columbus Sails
Jacobs, Joseph	English Fairy Tales
Johnson, Annabel	The Grizzly
Knight, Eric	Lassie-Come-Home
Krumgold, Joseph	...And Now Miguel
Lawson, Robert	Ben and Me
Lewis, C. S.	Lion, the Witch and the Wardrobe
McCloskey, Robert	Homer Price
North, Sterling	Mark Twain and the River
Norton, Mary	The Borrowers
O'Dell, Scott	Black Pearl
O'Dell, Scott	Island of the Blue Dolphins
Pyle, Howard	Men of Iron
Seredy, Kate	The Good Master
Seredy, Kate	The White Stag
Smith, Agnes	An Edge of the Forest
Spears, Elizabeth	The Witch of Blackbird Pond

Grades Four, Five, Six (Continued)

Sperry, Armstrong	Call It Courage
Steele, William	The Far Frontier
Stevenson, Robert Louis	Kidnapped
Stolz, Mary	A Dog on Barkham Street
Taylor, Sydney	All-Of-A-Kind Family
Tolkien, John	The Hobbit
Twain, Mark	Adventures of Tom Sawyer
Twain, Mark	The Adventures of Huckleberry Finn
Ullman, James	Banner in the Sky
Unnerstad, Edith	The Spettecake Holiday
White, E. B.	Charlotte's Web
White, E. B.	Stuart Little
Wilder, Laura	Little House in the Big Woods
Wyss, Johann	Swiss Family Robinson

ADDITIONAL SHARED PRACTICES USED BY ROCHESTER TEACHERS

GRADE SIX

1. CREATIVE WRITING
Go through the resource books of creative writing ideas and pick out about 40 of the ones you feel will work best for your class. Type one idea on a small card, fold, and put into your decorated container. Once a week have a student pull out a creative writing assignment. Many variations of this idea may be used.

2. STATIONS FOR VARIETY
When you need a change of pace set up a variety of stations for a one-week period. Include: (1) a selection of play books where partners or small groups can read together; (2) a bulletin board with writing ideas; (3) a corner with Password, Crisscross, and other language games; (4) a station on friendly letters with writing paper; and (5) a page of dictionary exercises. A minimum is set for each area. Example: Read one play.
Play one game.
Write one story or poem
Complete one letter.
Complete a dictionary sheet.

3. TYPING
This was a mini-grant project. It is a good individual activity for the good student who finishes his work early and is able to work well independently. The ninth grade Gregg typing book was used. Selected students were allowed to type when they had free time following the book lesson by lesson. After twelve weeks two students were able to type 40 words a minute with only 2 or 3 errors.

- Gary Heyer

4. Children who had access to typewriters could also practice their spelling words on the typewriter for extra practice.

- Gary Heyer

5. WRITING ORIGINAL POETRY
Because children are often at a loss when asked to write poetry, it helps to have reports or stories written about certain assigned subjects. The reports and the stories are written first. After that they may write poetry based on the story.

6. SCRAMBLED STORY
Purpose--To help children recognize the form and sequence of ideas in a story.

Materials--Have an envelope for each group. In the envelope are strips of paper prepared by the teacher or the students. When put in the proper order, the strips reveal a completed story. These strips are in a puzzle form with each sentence on a separate slip. At a signal the groups try to put the letter together in proper order. (Groups consist of two or three with a more able pupil working with one who is less advanced in writing.)

Variation: Stories do not have to be on strips of paper in an envelope. They can be on dittoed sheets or tag board. If this is done, the story is not in the form of a puzzle. It is a more advanced technique.

7. NONSENSE WRITING
Children are asked to answer the questions at the bottom of the nonsense paragraph. They must first think of words to put in the place of nonsense words. This develops critical thinking and creativity. This is an advanced exercise.

Nonsense Paragraph

GLOOPY IS A BORP

Blit is a Lof.
Gloopy klums like Blit.
Gloopy and Blit are Floms.

Ril had poved Blit to a Jonfy.
But lo had not poved Gloopy.

"The Jonfy is for Lofa,"
Blit bofd to Gloopy. Rom are a Borp."

Gloopy was not Klorpy.
Then Blit was not Klorpy.

Questions: Answer in complete sentences.

1. What are Gloopy and Blit?
2. Who does Gloopy Klum like?
3. What did Blit Bof to Gloopy?
4. Was Blit Klorpy?
5. Why wasn't Gloopy Poved to the Jonfy?

8. SYMBOLS
In sight we drew pictures to explain gleaming, grotesque, shimmering, etc. We tried the same on sounds, tastes, etc.

- Verna Wollin

9. BOOK AUCTION
Use Monopoly money (or use a different color for each denomination) and give each person $600.00 to start. Each student also gets an envelope in which he keeps his money. He can also keep track of the amount right on the envelope. A child who has a book that he has really enjoyed can bring his book to show the class, give a brief report about the book and then offer it to the class by letting the children give a bid on the book. The highest bidder than pays the person the amount of money he has bid. If the book is from the library, the buyer should take the book to the library to check it out.

10. RADIO REVIEWS
Students review, via tapes, easy books for grades K-2. They may read part of the selection and act out an exciting part with a friend, or pretend they are the author. The book and tape are sent to the appropriate class.

-Jo Meyer, Folwell

11. FACE THE NATION
A youngster is an "authority" on a particular subject. A panel also studies the subject and then interviews the "authority." This ties in beautifully with any subject area.

-Jo Meyer, Folwell

12. SPELLING GAME
Divide the class into groups of four or five. One person starts by giving one letter (e.g. m). The next person supplies the next letter, repeating the first one given (e.g. ma). The next person supplies the next letter and tries to complete the word (e.g. man). Since more letters can still be added the person does not get the point (e.g. manages). The student that added the "s" would get the point. The original word may change easily as letters are added.

13. BALL SPELLDOWN
One student stands at the front of the room with a small ball. All other students stand by their desks. The student at the front throws the ball to a designated student in the room (must call his or her name). If the student catches the ball, the teacher pronounces a spelling word. The two students then must alternate letters in spelling the word. If either of them miss, they sit down. If they miss the ball, they must also sit down. The last one standing is the winner.

14. DRAMATIZING FABLES
White you are working on fables, find other fables and write scripts for them. Students will also enjoy working on costumes, scenery, expression, oral reading, acting, etc. You may also want to make programs and present the fables to other classes.

-Morey Anderson,
Golden Hill

15. CHORAL READING
Use student written poetry for choral reading practice and present it to the other classes in your building. Each group's aim is to present the oral reading of the poem in such a way that a discussion can be carried on without the other groups reading the poetry. This activity stimulates good enunciation and pronunciation in all groups as well as good listening skills.

-Verna E. Wollin
Elton Hills

16. NARRATION, DRAMA, AND STAGE SETTING WITH MINIMUM PROPERTY
Have the children pattern their presentation of a story to be somewhat like the Winona Children's Theater group of "The Sky is Falling." Have one group present their story to another group without telling what is being presented.

-Verna Wollin
Elton Hills